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ABSTRACT

For the 12th year, a national survey of changes in the academic and administrative practices of American colleges and universities was undertaken. Senior administrators at 407 colleges and universities completed and returned survey questionnaires (80 percent of a sample of 506). Responses were statistically weighted so that results were representative of all American colleges and universities that offer a general program of undergraduate instruction. Selected highlights of the findings include: (1) almost all colleges and universities are expanding the use of electronic classroom technology; (2) most are offering more courses that involve active learning experiences for students; (3) most also have activities underway to increase multicultural or gender awareness; (4) there are widespread efforts to improve the freshman year; (5) in the past year 75 percent undertook some activity related to a self-study for specialized accrediting agencies; (6) almost all colleges and universities (94 percent) have assessment activities in place today while 7 years ago, 55 percent had assessment activities; and (7) one in five institutions reported a net loss in full-time faculty compared with the previous year. Appendixes contain tables, technical notes, and the questionnaire. (Contains 30 references.) (Author/JB)

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CAMPUS TRENDS 1995

ELAINE EL-KHAWAS

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CAMPUS TRENDS 1995

New Directions for Academic Programs

Elaine El-Khawas

American Council on Education
Washington DC

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Special gratitude goes to all campus respondents. We are very aware of the heavy demands on their time. Yet, their willingness to complete the questionnaire and to meet our deadlines is critical to the development of a timely report with reliable results.

CAMPUS TRENDS 1995
REPORT SUMMARY

At a time when colleges and universities are facing diverse external pressures, many internal changes also are occurring and deserve recognition. Campuses are active with academic planning: reorganizing departments, developing new programs, building greater collaboration among institutions. Classroom learning is receiving new attention, following several approaches that may bring about significant change in student learning. Opportunities for active learning are increasing, along with efforts to improve the freshman-year experience. Courses are being revised to offer greater multicultural and gender awareness. Almost all campuses are exploring new classroom uses of computers and other electronic resources, with signs that many institutions have reached a potential "take-off" point that will allow substantial gains in classroom learning.

Issues of finance still constrain many institutions, although most had budget increases in the last year. Several years of abrupt funding cuts in the public sector have largely passed, but many institutions, both public and independent, anticipate tight finances in the near future. In both sectors, the share of costs paid by students and parents has increased.

Financial uncertainty affects many areas of institutional activity. Administrators give poor ratings to the adequacy of their libraries, equipment for teaching and research, electronic infrastructure, and physical plant. Offering larger classes or fewer course sections may be necessary in the near future. Financial constraints hamper new initiatives as well.

Some institutions have had enrollment growth; others have lost enrollment. Most students today need financial aid to meet expenses, and most hold jobs during the school year. Student aid provided from institutional funds continues to grow.

Colleges and universities reported more internal planning along with greater external scrutiny. Almost all institutions have procedures for assessing student learning, sometimes tied to state mandates. In the last year, half of all institutions were involved with some stage of regional accreditation, and three-quarters were involved with self-studies for specialized accrediting agencies.

"Classroom learning is receiving new attention, following several approaches that may bring about significant change in student learning."

Taken together, these trends suggest that campuses today are dealing with a stepped-up pace of change, especially with respect to their undergraduate programs. Increasing attention is being paid to the challenge of developing new approaches to learning. Active learning and other reforms have gained acceptance, and new classroom technologies have become practical.

"...campuses today are dealing with a stepped-up pace of change..."

Selected Highlights

New Directions for Academic Programs:

- Almost all colleges and universities are expanding the use of electronic classroom technology.
- Most are offering more courses that involve active learning experiences for students.
- Most also have activities underway to increase multicultural or gender awareness.
- Also widespread are efforts to improve the freshman year.
- Within the next five years, many institutions are very likely to offer:
  - More courses using electronic materials;
  - More courses available by distance learning;
  - Classroom assignments that are submitted electronically; and
  - Course registration that is almost entirely computerized.
- During the last year, three-quarters of all colleges and universities undertook some activity related to a self-study for specialized accrediting agencies.
- Almost all colleges and universities (94 percent) have assessment activities in place today; seven years ago, 55 percent had assessment activities.
- A majority of institutions have increased their level of international activity during the last five years.
- Four in ten institutions described their international activity as "moderate," with another 17 percent describing their activity as "very extensive."

Signs of Institutional Health and Change:

- One in five institutions reported a net loss in full-time faculty, compared with the previous year.
- One-third of institutions offered incentives for early retirement in the last year.
- Almost half of all institutions increased their number of part-time teaching appointments in the last year.
- Despite the relatively stable national figures for enrollment, most institutions experienced change: half were growing, but almost as many had enrollment decreases.
- Two-thirds of independent institutions increased their enrollment, compared with four in ten public institutions.

- Close to half of all institutions continued to report increased enrollment of students 25 and older.
- A majority of community colleges reported decreased enrollment in fall 1994, a significant change from patterns of growth earlier in this decade.
- About four in ten institutions reported gains in African-American and Hispanic enrollment for fall 1994. About one-third of institutions reported gains in Asian-American enrollment.
- Most institutions estimate today that at least 40 percent of their undergraduates hold jobs during the school year.
- Among public institutions, one-half had no funding increase from state or local governments this year and expected budget cuts in the next year.
- Most independent institutions reported budget increases in the last year, but at rates barely ahead of inflation.
- Only 40 percent of administrators described their financial condition as "excellent" or "very good" in 1995; this is down from 48 percent in 1989.

This report marks the twelfth year in which the American Council on Education has issued Campus Trends, *an annual survey of changes taking place in the academic and administrative practices of American colleges and universities.*

During the spring of 1995, senior administrators at 407 colleges and universities completed and returned survey questionnaires (80 percent of a sample of 506 colleges and universities). Responses are statistically weighted so that results are representative of all American colleges and universities that offer a general program of undergraduate instruction. Appendix B offers further information on the survey.

This report focuses mainly on changes affecting all colleges and universities. Tables in Appendix A show detailed results by type of institution:

- *two-year public institutions;*
- *public comprehensive institutions;*
- *public doctoral institutions (including doctoral-granting and research universities);*
- *independent colleges (including liberal arts and comprehensive institutions); and*
- *independent doctoral universities (including doctoral-granting and research universities).*

For many topics, responses to this year's survey are compared with responses given when the same questions were asked in previous Campus Trends *surveys.*

FINDINGS

PART I: NEW DIRECTIONS FOR ACADEMIC PROGRAMS

I. Course Redesign, Expanded Computer Use

Academic courses and programs are getting new attention in the mid-1990s. Although curriculum change regularly occurs on college campuses, different areas, approaches, and concerns receive emphasis at different times. Currently, the focus is on the classroom experience and on student learning. Efforts are underway to redesign courses for greater effectiveness. Class use of technology and techniques of active learning are getting wide attention.

Campus Trends 1995 explored an array of possible academic changes (Table A1). Several initiatives are especially widespread, with almost all institutions having at least some activity underway (Figure 1):

- Colleges and universities are expanding their use of electronic classroom technology.
- Almost all have institution-wide academic planning processes in place.
- Most are offering more courses that involve active learning experiences for students.
- Most also have activities underway to increase multicultural or gender awareness.
- Also widespread are efforts to improve the freshman year.

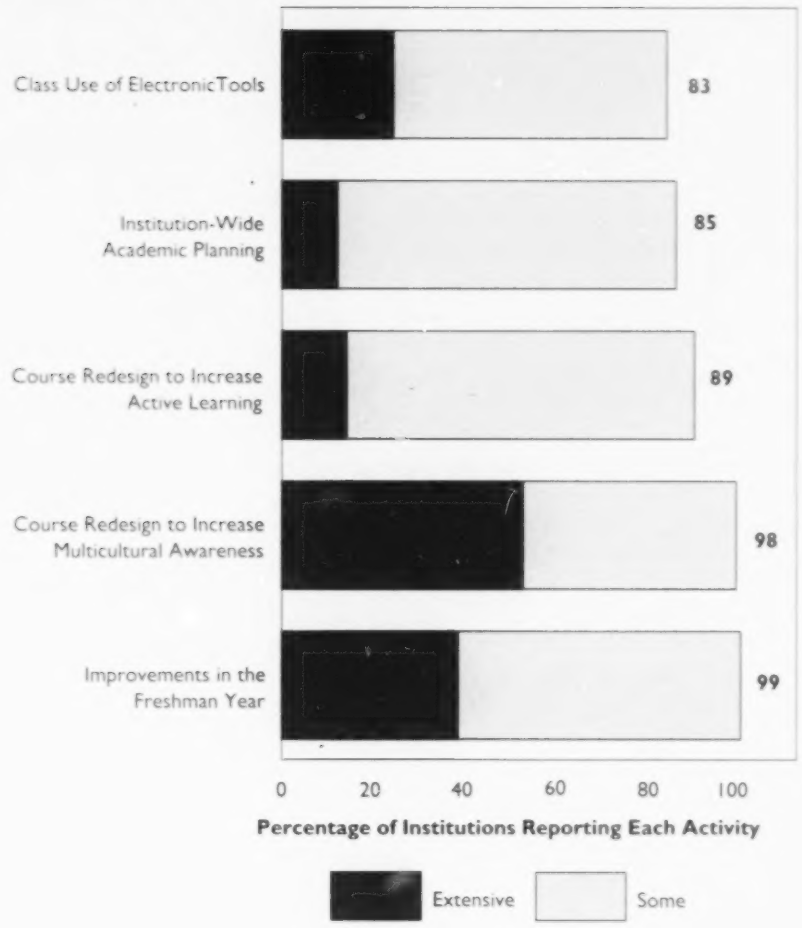
At least 70 percent of all institutions have some activity in several other areas (Table A1), including:

- Collaboration with other colleges and universities;
- Improvements in graduate education;

"Class use of technology and techniques of active learning are getting wide attention."

"...important themes of program reform...have attained a high degree of acceptance by now."

FIGURE 1
Current Academic Initiatives



Source: Campus Trends 1995, *American Council on Education.*

- Changes in core courses; and
- Reorganization of departments and programs.

In contrast, only about one-third of institutions are exploring accelerated degree programs, even though this option has received wide publicity in the last few years.

Many of these changes — active, participative learning; multicultural awareness; improvements in the freshman year; changes in core courses; improvements in graduate education — reflect important themes of program reform over the last decade. New images are emerging of what good students are like, and colleges are responding with what has been described as a renewed focus on learning (Pew Higher Education Roundtable, April 1995). Such reforms seem to have attained a high degree of acceptance by now. Comparison with earlier *Campus Trends* studies offers perspective:

- In 1987, only 37 percent of institutions had taken steps to improve the freshman year (*Campus Trends 1987*); by 1995, 82 percent have done so.
- Only 36 percent of institutions had dealt with active learning in 1985 (*Campus Trends 1985*), the year following the release of the landmark study, *Involvement in Learning* (National Institute of Education, 1984). By 1995, 89 percent have activities to promote active learning.

However, a gap remains between accepting and broadly implementing new approaches. Although most campuses have some activities in these areas, suggesting a general acceptance, relatively few reported extensive activity. With active learning, for example, although nine in ten institutions reported some initiatives to increase active learning, only 14 percent reported extensive activity.

Effects of Financial Constraints

Other changes — reorganization of programs; collaboration with other institutions; use of institution-wide planning for academic programs — may reflect the continuing effects of the financial cutbacks and program restructuring that most American colleges and universities experienced in recent years (*Campus Trends 1991–1994*; El-Khawas, 1994). Such activities often involve efforts to reduce costs or gain greater efficiency in program offerings.

In view of program cuts faced by the public sector during the early 1990s, administrators were asked whether they expect further program cuts in the next five years. Table A2 shows that most institutions hope to avoid further cuts. Two-thirds termed it "not likely" that student services would be scaled down, for example. Fifty-seven percent considered it unlikely that fewer majors would be offered.

Some cutbacks are still possible during the next five years (Figure 2 and Table A2):

- Larger classes were "very likely" at three in ten institutions; another 45 percent felt that larger classes were "possible."
- Fewer course sections were "very likely" at two in ten institutions, but were considered "possible" at another five out of ten institutions.

Technology: Clear Prospects for Change

Electronic technology may significantly change college learning opportunities in the near future. As Figure 1 shows, more than one-third of all institutions make extensive class use of electronic technology. These activities may involve many types of electronic resources, including commercial courseware and computer labs (Green, 1995); however, as yet, they generally assist traditional methods of instruction more than new pedagogical directions.

Many administrators also reported that, within the next five years, their institutions are very likely to offer:

- More courses using electronic materials;

"Other changes... reflect the continuing effects of the financial cutbacks and program restructuring..."

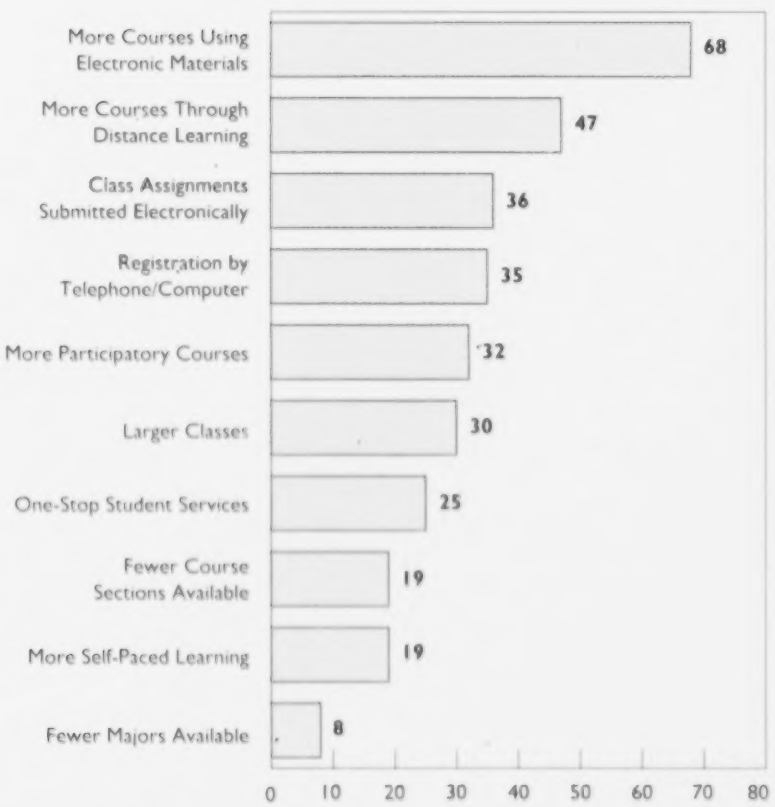
- More courses available by distance learning;
- Classroom assignments that are submitted electronically; and
- Course registration that is almost entirely computerized (Figure 2 and Table A2).

These trends suggest that many academic institutions have reached a critical "take-off" stage electronically, one that could offer interesting payoffs for student learning. As Green and Gilbert argue (*Change*, March/April 1995), an initial stage of electronic technology may yield only modest changes even though it requires expensive development of infrastructure and institutional experience. Later stages of technology development may bring about significant changes, in both the educational offerings and the services available to students. Such later stages, which could potentially change how students learn, may begin to take shape on many campuses in the near future. The financial commitment supporting the early stages has

"These trends suggest that many academic institutions have reached a critical 'take-off' stage electronically, one that could offer interesting payoffs for student learning."

FIGURE 2

Changes in the Next Five Years

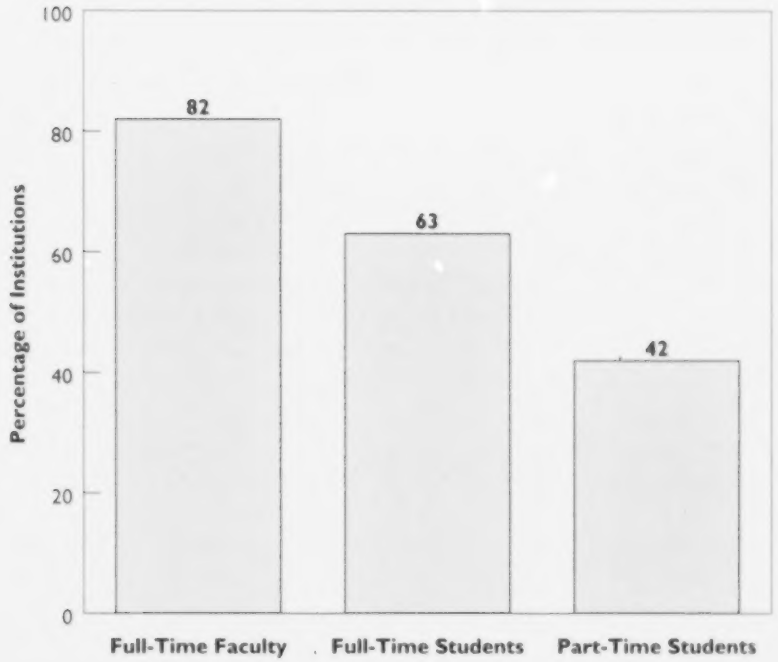


Source: Campus Trends 1995, *American Council on Education.*

FIGURE 3

Personal Computers Are in Wide Use

(Percentage of Institutions Reporting that More Than 50 Percent of Each Group Routinely Use Personal Computers)



Source: Campus Trends 1995, *American Council on Education.*

"For many institutions, more than 70 percent of faculty and students are computer-aware."

undoubtedly been sizeable; in another part of this study (Table A20), two-thirds of all institutions reported that their budget for instructional technology had increased this year.

As Figure 3 suggests, a "take-off" point also may have been reached in the use of personal computers by faculty and students:

- At more than eight in ten institutions, at least half of the faculty "routinely use" personal computers;
- At two-thirds of the institutions, at least half of all full-time students routinely use computers; and
- Four in ten institutions estimated that at least half of their part-time students routinely use computers.

These institutions can plan for expanded uses of electronic technology knowing that the majority of both faculty and students are familiar with computers. For many institutions, more than 70 percent of faculty and students are computer-aware (Table A3).

Differences remain in access to computers, however. Part-time and adult students are less likely to use computers, for example. Differences also appear by type of institution; more than 70 percent of full-time faculty at most large universities routinely use computers, while other institutions reported lower levels of computer use by faculty (Table A3).

II. Accreditation and Assessment: Sources of Continuing Scrutiny

Most colleges and universities are regularly engaged in activities related to accreditation (Figure 4). During the last year:

- Three-quarters of all colleges and universities undertook some activity related to a self-study for specialized accrediting agencies;
- More than half (56 percent) had activities related to a self-study for a regional accrediting agency.

"Most colleges and universities are regularly engaged in activities related to accreditation."

Almost all were following up on accrediting reports in the last year; 85 percent of institutions had some activity underway to address issues and recommendations that appeared in accrediting reports (Table A4).

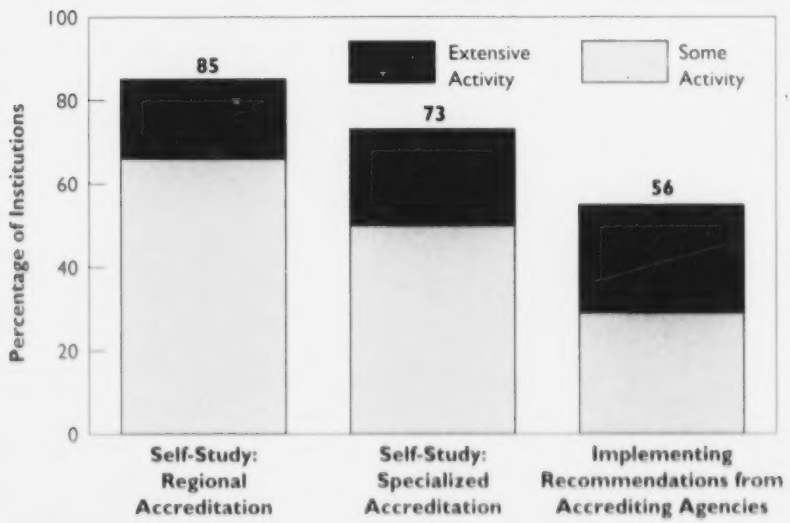
Put another way, almost all institutions were involved with at least one of these activities: self-studies for regional accrediting or specialized accrediting bodies, or implementation of accrediting agency recommendations (Table A4). However, only 3 percent of institutions had extensive activity in all three areas.

Activities to assess student learning — assessing actual learning outcomes through portfolios and other techniques developed primarily in the 1980s — constitute another form of continuing scrutiny over academic programs (Table A5 and Figure 5).

- Almost all colleges and universities (94 percent) have assessment activities in place today;
- Seven years ago (*Campus Trends 1988*), only 55 percent had assessment activities.

FIGURE 4

Actions Related to Accreditation



Source: Campus Trends 1995, *American Council on Education*

- Most institutions (76 percent) say that assessment has led to programmatic and curricular change. In 1988, about half as many — 40 percent — reported changes due to assessment.

Almost all institutions (90 percent) have increased their assessment activity during the last five years. Although accrediting requirements were the main reason for this increase, many also said they made an institutional decision to undertake assessment (Table A5).

Accrediting agencies now play a major role in moving institutions toward the use of assessment techniques:

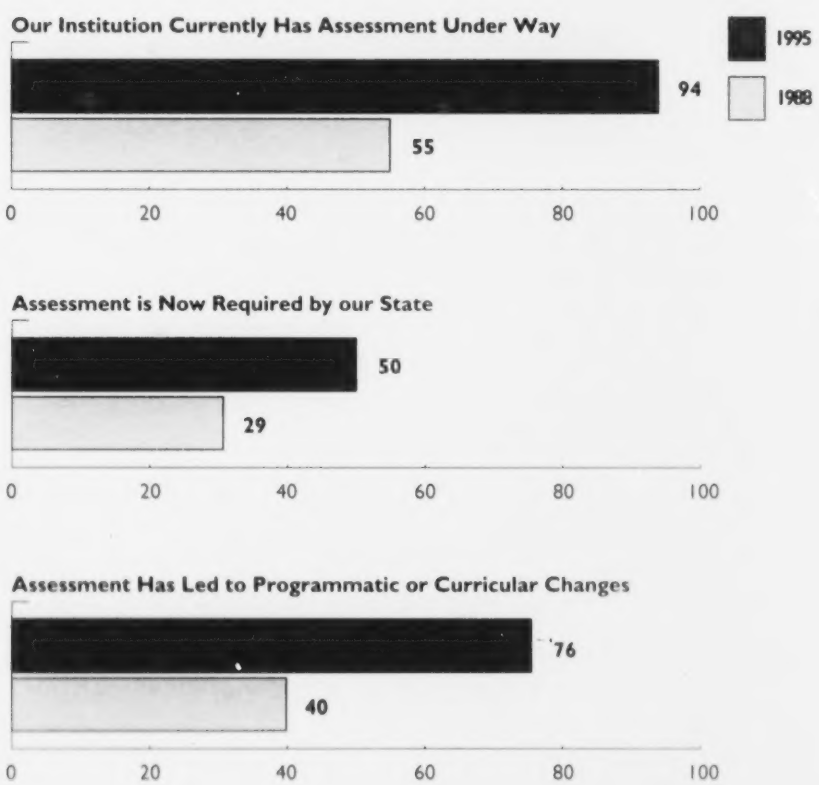
- 84 percent of institutions reported that assessment is part of their self-study for regional accreditation.
- 78 percent of institutions reported that assessment is done for specialized accrediting agencies (Table A5).

This represents dramatic change in a few years' time. Six years ago, 47 percent of institutions conducted assessment for regional self-studies; four years ago, 68 percent were doing so (*Campus Trends*, 1989, 1991).

FIGURE 5

Impact of Assessment

(Percentage of Administrators Agreeing With Each Statement)



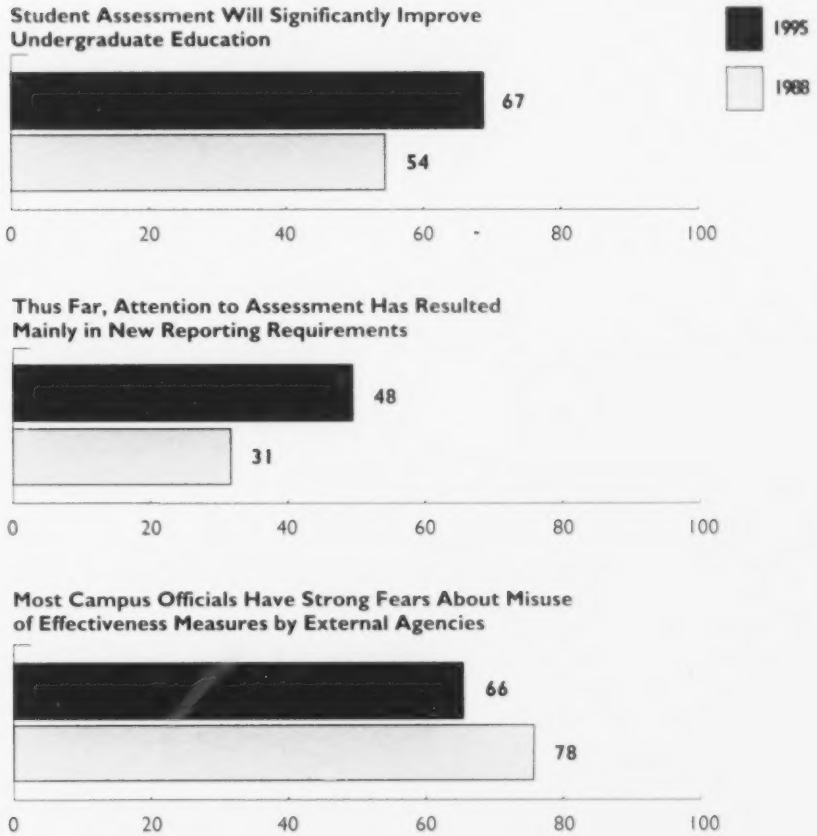
Source: Campus Trends, *1988, 1995*, American Council on Education.

"Most institutions (76 percent) say that assessment has led to programmatic and curricular change."

FIGURE 6

Changing Attitudes About Assessment

(Percentage of Administrators Agreeing With Each Statement)



Source: Campus Trends, *1988, 1995*, American Council on Education.

"Attitudes toward assessment have softened somewhat..."

State directives for assessment also have increased: In 1995, 50 percent of all institutions reported that assessment is required by their state, compared with 29 percent in 1988 (*Campus Trends 1988*).

Attitudes toward assessment have softened somewhat over the last few years, but skepticism continues (Figure 6).

- Half of administrators believe that assessment has thus far resulted mainly in new reporting requirements, an increase from 31 percent in 1988.
- Two-thirds still believe that most campus officials have strong fears about the use of assessment by external agencies.
- However, two-thirds of administrators agree that student assessment will significantly improve undergraduate education, a sizeable gain from 54 percent in 1988 *(Campus Trends 1988)*.

In short, it appears that colleges and universities have become aware of assessment, and have gained some experience with it, but remain skeptical about its uses (Table A6).

III. International Initiatives

Colleges have long recognized that placing academic learning in a global or international perspective is a worthy goal. Implementing this goal is difficult, however, as it requires complex and far-reaching changes in academic programs and faculty activities. This year's *Campus Trends* study suggests that, as the next century approaches, many institutions are making an increased commitment to their international initiatives (Table A7):

- A majority of institutions have increased their level of international activity during the last five years.
- Four in ten institutions described their international activity as "moderate," with another 17 percent describing their activity as "very extensive."

"A majority of institutions have increased their level of international activity during the last five years."

Table A8 offers perspective on the areas in which institutional activity is increasing. Areas cited by about half of all institutions include:

- Adding an international perspective to existing programs;
- Developing institutional agreements and partnerships abroad;
- Changing core courses to include an international perspective; and
- Recruiting students from other countries.

In contrast, relatively few institutions are increasing their activities that involve financial support for students, whether U.S. students or students from other countries. So, too, relatively few are increasing activities that involve financial support for faculty. Only a few institutions are examining how international activity is considered in promotion and tenure decisions.

Community colleges have a distinctive profile on international activity (Table A7). Forty percent reported "limited" activity, and another 26 percent reported no international activity. However, another one-third of community colleges are active internationally: 6 percent have "very extensive" activity, and 27 percent reported a "moderate" level of activity. As Figure 7 shows (see page 14), international activities of these community colleges include:

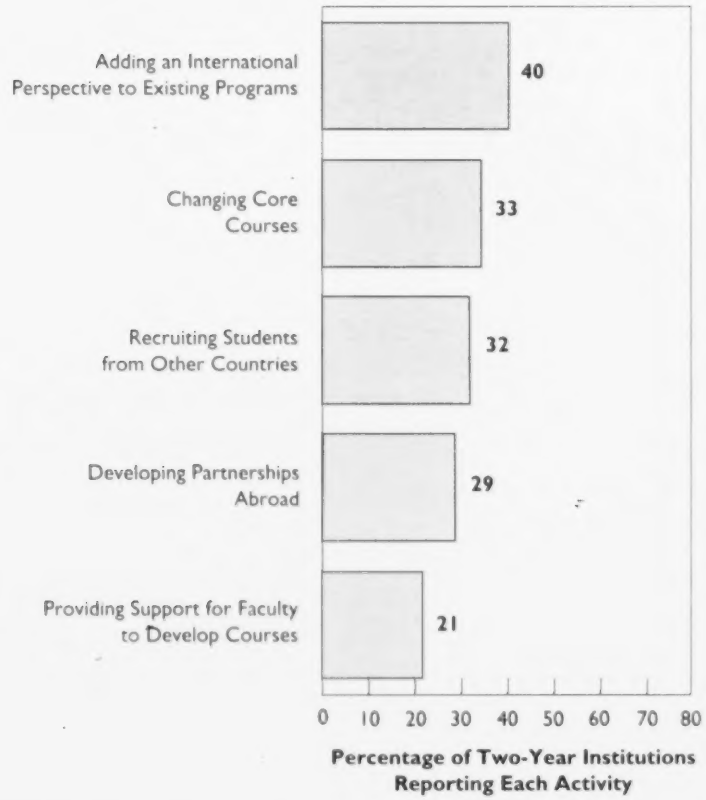
- Adding an international component to existing courses;
- Changing core courses;
- Recruiting students from abroad;
- Developing inter-institutional partnerships; and
- Giving faculty time to redesign courses.

Among four-year institutions, public and independent, the majority reported international activities (Table A7).

- Most four-year institutions cited an increased level of international activity.
- One-quarter of four-year institutions described their international activity as "very extensive"; another half described their activity level as "moderate."

"One-quarter of four-year institutions described their international activity as 'very extensive...'"

FIGURE 7
International Activities at Two-Year Institutions



Source: Campus Trends 1995, *American Council on Education.*

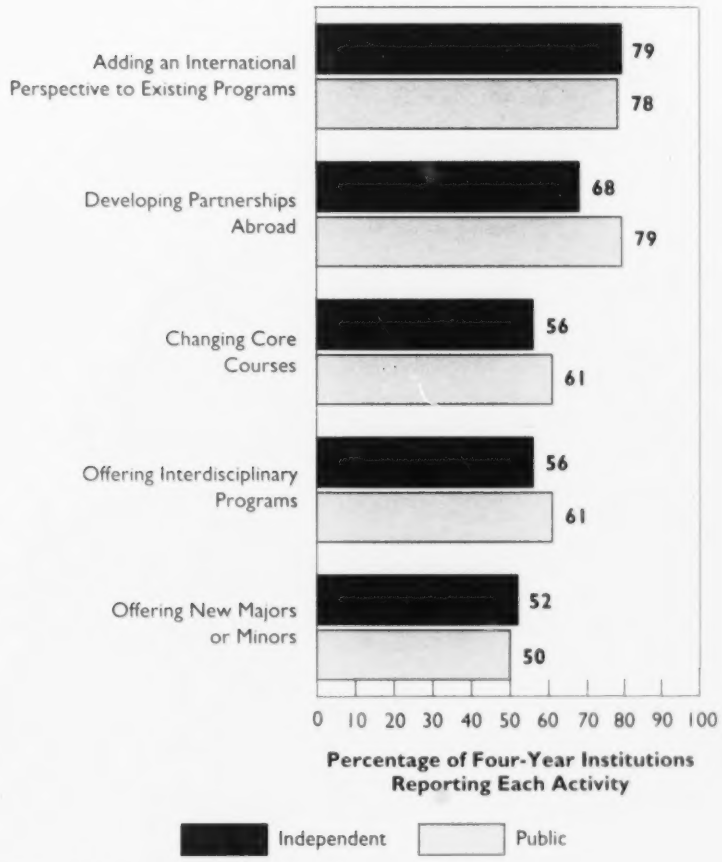
Figure 8 shows several strategies that four-year institutions have taken to "internationalize" the curriculum. The most popular approach is to add an international perspective to existing courses. In contrast, fewer four-year institutions are developing new majors or developing interdisciplinary programs that have an international perspective.

Faculty development also is needed for international activity, and several approaches are being taken (Table A9).

- Most four-year institutions provide financial support for faculty travel to other countries (e.g., for conference travel, exchange programs, etc.).
- About half of four-year institutions provide faculty with financial support or released time to develop new courses.
- About half of research and doctoral universities provide financial support for faculty to conduct cross-national research.

FIGURE 8

Internationalizing the Curriculum: Four-Year Institutions



Source: Campus Trends 1995, *American Council on Education.*

"Most four-year institutions (about eight in ten) and one-third of two-year institutions actively recruit students from other countries."

Relatively few institutions reported that international activity is a factor in faculty promotion and tenure decisions (Table A9). However, four in ten public universities and three in ten independent institutions said the international activity of faculty candidates has an influence on hiring decisions.

Most four-year institutions (about eight in ten) and one-third of two-year institutions actively recruit students from other countries. For many, however, financial aid is not part of this strategy: About half of public four-year institutions offer financial aid for students from other countries; six in ten independent institutions do so. At the same time, about half of four-year institutions (but fewer public comprehensive institutions) provide financial aid for U.S. students to study in other countries.

PART II: SIGNS OF INSTITUTIONAL HEALTH AND CHANGE

IV. Faculty: Stability and Change

College faculty are the heart of academe, the critical resource that provides both instruction and research. At last count, nearly 900,000 faculty were employed by the 3,400 institutions of higher education in the United States (NCES, 1994).

This year's *Campus Trends* study documents several changes in the faculty workforce (Table A10). Some institutions have been gradually reducing the total number of their faculty. Others continue to increase their faculty numbers, although the proportion doing so has dropped since 1991.

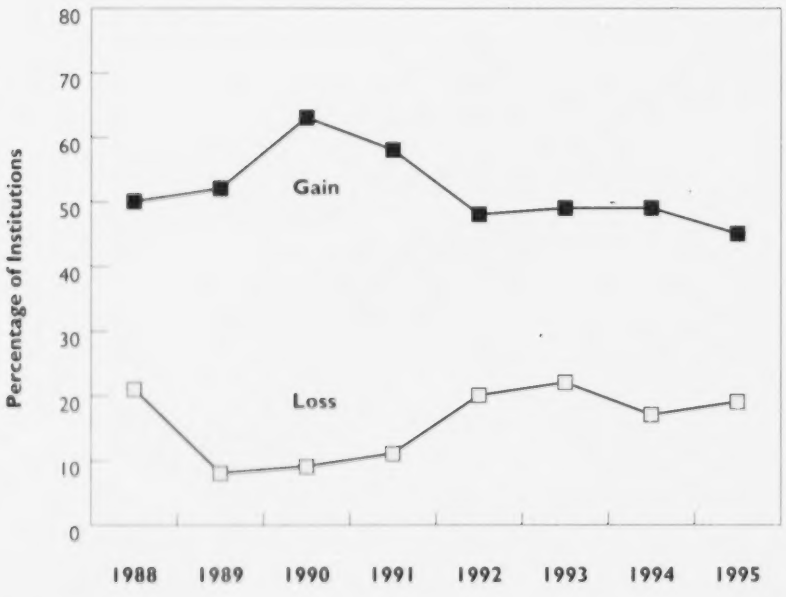
One in five institutions reported a net loss in full-time faculty, compared with the previous year (Figure 9).

- This continues a trend of downsizing since 1992; for each of the last four years, about one in five institutions reported a net loss in full-time faculty.
- Public research and doctoral universities were the most active in downsizing during the last year: 37 percent reported a net decrease in full-time faculty, and 27 percent reported a net decrease in tenured faculty (Table A10).

"...about one in five institutions reported a net loss in full-time faculty."

FIGURE 9

Institutions Reporting a Net Gain or Loss in Full-Time Faculty



Source: Campus Trends, *1988–1995*, American Council on Education.

Administrators expect downsizing to continue; as Table A11 shows, 23 percent expect to decrease the size of their faculty during the next five years. All types of institutions are affected, although somewhat more public comprehensive institutions and independent universities state this expectation.

One-third of institutions offered incentives for early retirement in the last year (Table A11). A majority of research and doctoral universities, both public and independent, offered "buyouts." Among independent universities, 68 percent did so. In contrast, only 28 percent of independent colleges offered retirement incentives.

Other institutions are increasing their faculty ranks (Table A10).

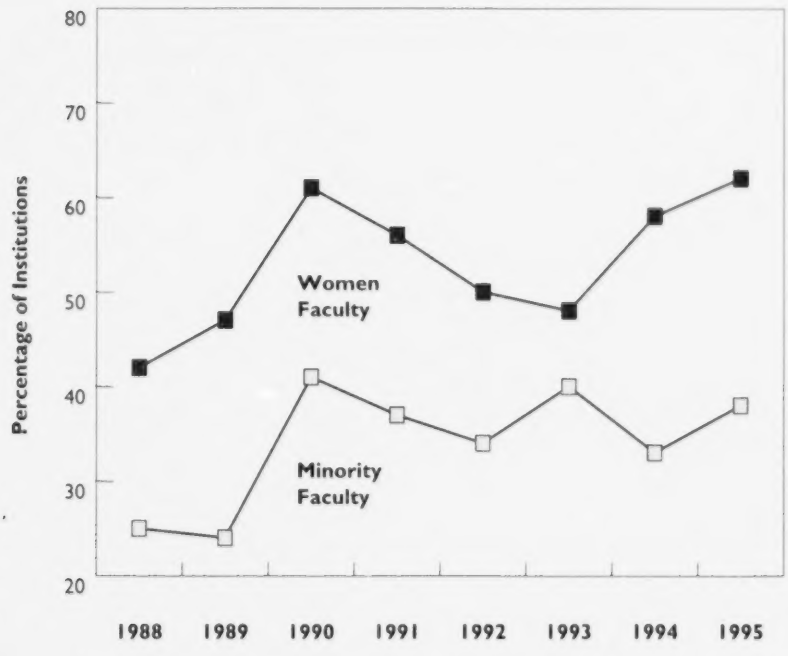
- Close to half of all institutions had net gains in full-time and part-time faculty.
- The percentage of institutions with net gains in faculty is down from the early 1990s (Figure 9); in 1990, 63 percent of institutions had increased their faculty numbers.
- Among independent universities, only 25 percent reported gains in faculty numbers.

"Close to half of all institutions had net gains in full-time and part-time faculty."

Most institutions reported net gains in hiring women faculty, and 38 percent reported gains in hiring faculty of color (Carter and O'Brien, 1993). In both respects, this shows some improvement from the previous year (Figure 10).

FIGURE 10

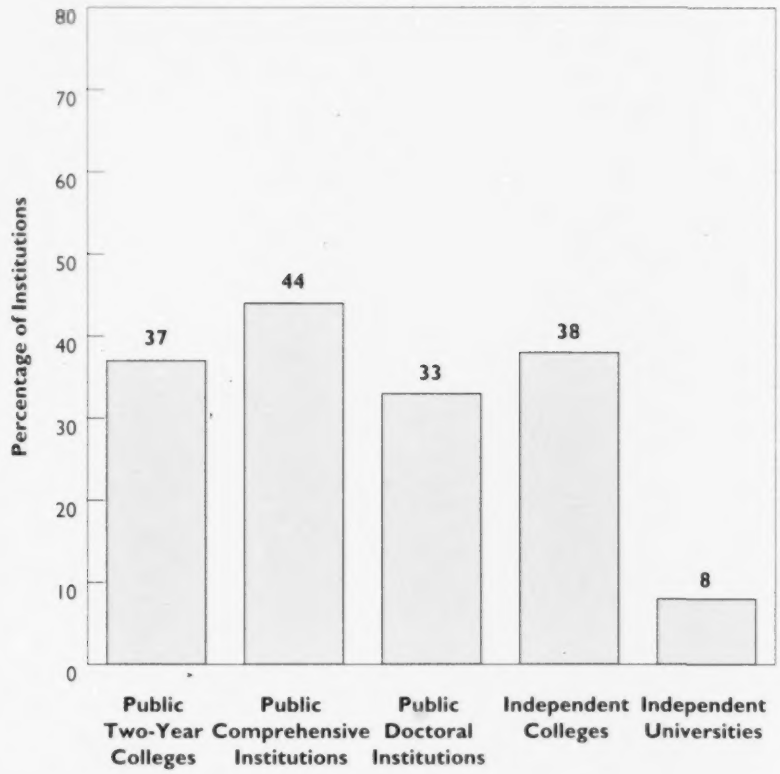
Net Gains in Minority and Women Faculty



Source: Campus Trends, *1988–1995, American Council on Education.*

FIGURE 11

Institutions Expecting to Increase the Pace of Faculty Hiring



Source: Campus Trends 1995, *American Council on Education.*

Expectations about Faculty Hiring

Some increases in faculty are likely to continue in the near future, although with differences by type of institution (Figure 11 and Table A11).

- Almost four in ten institutions expect an increased pace of faculty hiring during the next five years.
- Public comprehensive institutions are more likely than other institutions to state this expectation.
- Only 8 percent of independent universities expect to increase their pace of faculty hiring.

These expectations are more modest than those offered a few years ago. In 1992, 53 percent of administrators had planned to increase the pace of faculty hiring (*Campus Trends 1992*).

A number of institutions are following other strategies (Table A11):

- Almost half have increased the number of part-time teaching appointments in the last year.
- One-quarter of the institutions have procedures to retrain faculty for changing program needs. Almost four in ten community colleges reported such procedures.

"Almost half [of the institutions] have increased the number of part-time teaching appointments in the last year."

The Place of Teaching and Professional Service

Many campuses have been responsive to recent calls (Boyer, 1992) to increase the recognition given to teaching (Table A12).

- Close to half have increased the importance of teaching in faculty evaluations. Among public research and doctoral universities, two-thirds reported such changes.
- About four in ten institutions now give greater importance to teaching in their hiring decisions.
- One-third have made changes in the criteria for promotion of faculty.
- About three in ten have changed the criteria for tenure. Among public research and doctoral universities, six in ten reported such changes.

The role and recognition of the professional service activities of faculty also have been discussed in recent years (Lynton, 1995). For most institutions, such activities are based largely on the individual initiative of each faculty member (Table A13). Very few institutions organize service activities, even on a departmental or college-wide basis. The main exceptions appear at larger public universities, in the form of treatment centers or institutes offering technical advice.

V. Enrollment: A Changing Student Profile

Higher education enrolled an estimated 14.7 million students in fall 1994 (NCES, 1994). This is a record high, continuing a decades-long pattern of enrollment growth. The fundamental trend, it appears, is that larger numbers of Americans are seeking postsecondary study as a route to life opportunities. It also is evident that student interests and needs have changed, calling for different programs and flexible ways to deliver educational programs. Close to half of all institutions, for example, continue to report increased enrollment of students age 25 and older.

The financing issues that colleges have faced in the last few years may be having a dampening impact on enrollment: Although the number of high school graduates increased this past year (NCES, 1994) and despite continuing growth of adult learners, fall 1994 enrollment grew by less than 1 percent.

Another change shown in Table A14 — an increase in total applicants, especially at independent institutions — may indicate an increase in the number of students who are completing multiple applications. This trend may increase further in the near future, as electronic applications gain greater use, with consequent additional burdens on institutional administrative systems.

The *Campus Trends* study shows that institutions have been affected differently by enrollment growth. Despite the relatively stable national figures for enrollment, most institutions experienced change: Half were growing, but almost as many had enrollment decreases (Table A14).

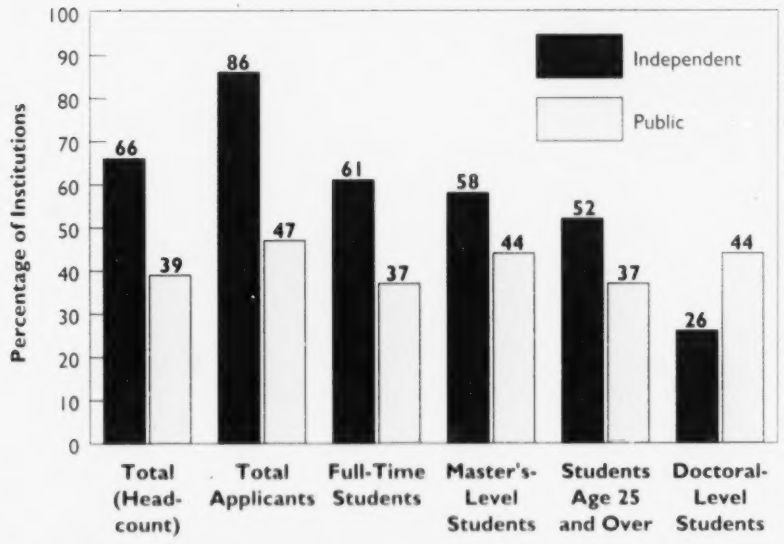
Sector differences are strong (Figure 12):

- Two-thirds of independent institutions increased their enrollment, compared with four in ten public institutions.

"Close to half of all institutions... continue to report increased enrollment of students 25 and older."

FIGURE 12

Enrollment Change among Independent and Public Institutions
(Percentage of Institutions Reporting Increase)



Source: Campus Trends 1995, American Council on Education

- Similarly, 86 percent of independent institutions reported an increase in total applicants, compared with 47 percent of public institutions.

This sector differential appears for both full-time and full-time-equivalent enrollment and, to a lesser degree, for enrollment of first-time freshmen, older students, and master's-level students (Table A14). As Figure 13 shows, this sector difference appears throughout the country, although it is strongest in the western states.

Very few institutions (7 percent) have taken formal steps to limit enrollment (Table A15), but four in ten institutions reported that fall 1994 enrollment was below their projections. Only 12 percent had shortfalls that were below budgeted levels. Fifteen percent of community colleges had enrollments below what was budgeted, as did 15 percent of independent universities.

Figure 14 offers additional perspective, showing the percentage of institutions that experienced enrollment growth in 1988, 1992, and 1995, respectively. Fewer institutions recorded enrollment gains in 1995, compared with 1992, in several categories:

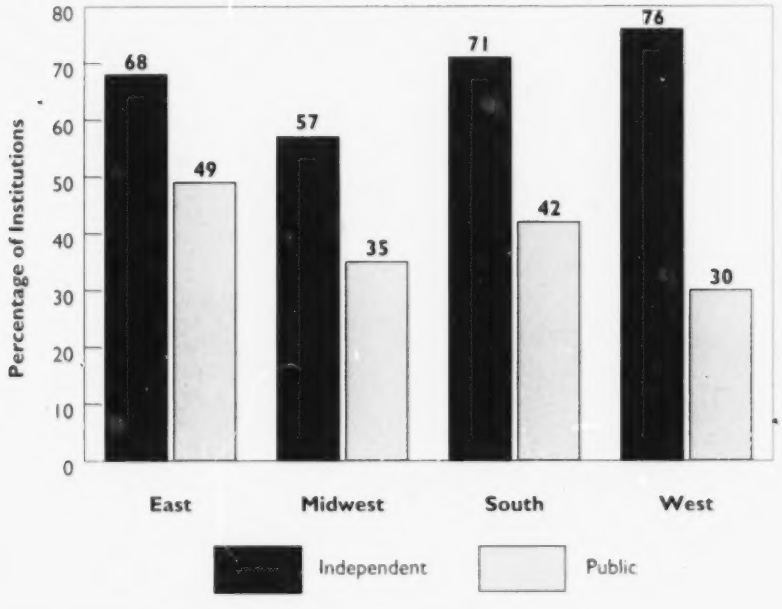
- For full-time students, 46 percent of institutions reported increases in 1995, compared with 62 percent three years earlier.
- For part-time students, 41 percent of institutions reported increases in 1995, down from 66 percent in 1992.
- Master's-level enrollment grew at 52 percent of institutions in 1995, down from 69 percent in 1992.

"Fewer institutions recorded enrollment gains in 1995, compared with 1992, in several categories."

FIGURE 13

Regional Differences in Enrollment Change

(Percentage of Institutions Reporting Enrollment Growth)

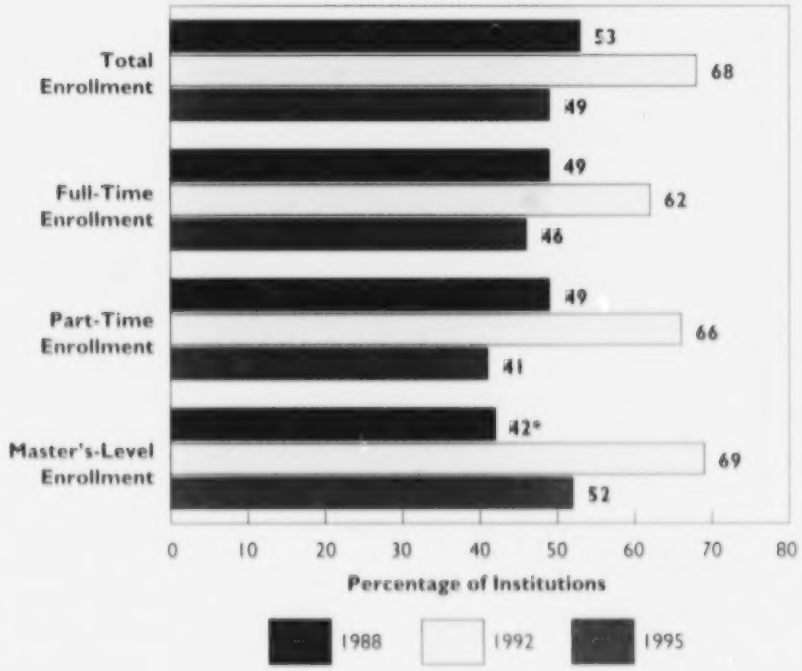


Source: Campus Trends 1995, American Council on Education.

FIGURE 14

Enrollment Change Since 1988

(Percentage of Institutions with an Increase, Compared with the Previous Year)



"A majority of community colleges reported decreased enrollment in fall 1994..."

** 1987 Data*

Source: Campus Trends, *1987, 1988, 1992, 1995*, American Council on Education

A majority of community colleges reported decreased enrollment in fall 1994, a significant change from patterns of growth earlier in this decade. Notably, even among those community colleges that reported increased enrollment, some saw their funding base lag behind enrollment change. Among community colleges with increased enrollment last fall, 26 percent saw no change or a decrease in their operating budgets (unpublished tabulations).

Changing Characteristics of Students

Institutions differ in the academic profile of their students. For example, among all first-year students, about one-third needed remedial math and about one-quarter required remedial English. However, these students were most likely to attend community colleges and public comprehensive institutions; other types of institutions reported much lower percentages of students who require this help (Table A16).

Other characteristics of today's undergraduates are shown in Table A18. Part-time students are a substantial presence, but with sharp differences by type of institution.

- For eight in ten community colleges, at least 40 percent of students attended part time.

- In contrast, two in ten public comprehensive institutions have at least 40 percent of their students enrolled part time.
- Among public research/doctoral universities, only 9 percent enrolled at least 40 percent of their students on a part-time basis.
- Independent colleges and universities were least likely to have 40 percent part-time enrollment.

Institutional differences also are evident regarding student use of college-sponsored housing (Otuya and Mitchell, 1994). While almost all community colleges reported that less than 10 percent of their students are in college housing, two-thirds of independent colleges have at least 40 percent of their students in college-sponsored housing (Table A18).

The experience of students taking coursework in satellite locations — often on business premises or at other convenient sites — is still rare but may be expected to grow. Most institutions have at least some involvement with this method of course delivery, although the majority reported that between 1 and 10 percent of students take such courses (Table A18).

"About four in ten institutions reported gains in African-American and Hispanic enrollment for fall 1994."

Monitoring Underrepresentation

Increases in the enrollment of students of color (Carter and Wilson, 1995) follow some general patterns across institutions (Table A14):

- About four in ten institutions reported gains in African-American and Hispanic enrollment for fall 1994.
- About one-third of institutions reported gains in Asian-American enrollment.
- Twenty-five percent reported increased numbers of Native American students.
- Public research and doctoral institutions were the most likely to report gains in African-American, Hispanic, and Asian-American enrollments.

This year's figures represent some erosion from the rates of institutional progress that were reported in 1993 (*Campus Trends 1993*).

- For African-American enrollment, 54 percent of institutions had gains in 1993, compared with 44 percent in 1995.
- For Hispanic enrollment, 48 percent had gains in 1993, compared with 41 percent this year.
- Asian-American enrollment had the most change; in 1993, 48 percent of institutions reported gains, compared with 34 percent in 1995.

As shown in Table A21, most administrators rate their institution's ability to attract African-American and Hispanic students rather poorly.

- Fifty-four percent rated their institution's ability to attract African-American students as "fair" or "poor."
- Sixty-one percent gave "fair" or "poor" ratings to their institution's ability to attract Hispanic students.

- So, too, four in ten rated their institutions poorly for offering a supportive climate for African-American and Hispanic students.

These figures about campus climate have changed little since 1989, when 40 percent rated their climate for African-American students poorly, and 43 percent gave low ratings to their climate for Hispanic students (*Campus Trends 1989*).

When the national picture is considered (*Chronicle*, 1995), only slight differences appear in the averages that occur across types of institutions in racial and ethnic enrollment (Table A17):

- For all institutions, an estimated 11.5 percent of undergraduate students in fall 1994 were African Americans. The average was higher (15.7 percent) at public comprehensive institutions.
- Hispanic enrollment averaged 6 percent, slightly higher (7.3 percent) at community colleges.
- Enrollment of Asian Americans averaged 4 percent, somewhat higher at research and doctoral universities.
- Native American enrollment averaged 1.5 percent, with slight variation by type of institution.

Regional differences are striking, however (Table A17):

- Enrollment of African-American students ranges from an average of 3.5 percent in the West to 19.9 percent in the South, where historically black institutions are concentrated.
- Hispanic enrollment ranges from an average of 13.1 percent in the West to 4.0 percent in the South.
- Asian-American enrollment ranges from an average of 8.9 percent in the West to a low of 2.3 percent in the South.
- Enrollment of Native American students ranges from 2.3 percent in the West to 0.9 percent in the Northeast.

"Increasingly, students are working while attending school..."

Student Finances: Meeting College Costs

Several trends appear to be putting additional financial pressure on students today. The long-term trend has been toward increased tuition and fees, rising ahead of inflation. In turn, an increasing proportion of students have needed financial aid. As Figure 15 shows, a majority of first-year undergraduates at all types of institutions now need financial aid. (See page 26.)

Increasingly, students are working while attending school as a way to meet college costs. This trend has affected both part-time and full-time students. Most institutions estimate that at least 40 percent of their current undergraduates hold jobs during the school year (Table A18).

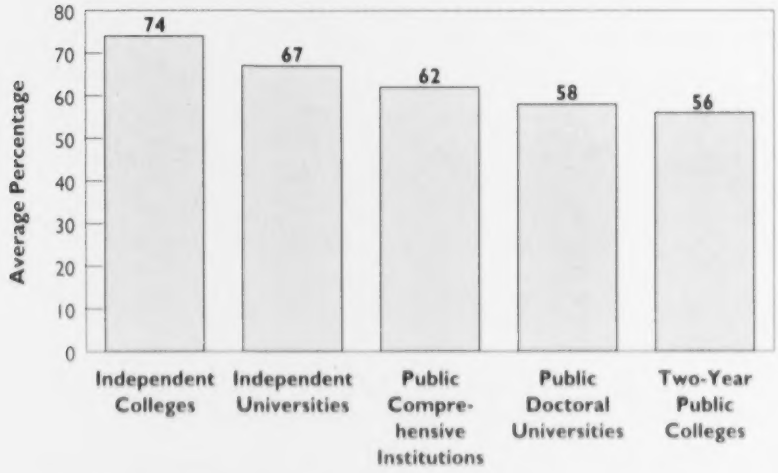
Because of recent funding cutbacks at public institutions and continuing financial pressures at independent institutions, many institutions reported that the share of total costs paid by students and their parents is increasing. In the last year, 58 percent of public institutions and 56 percent of independent institutions reported an increase in the share of costs that students or parents pay (Table A20).

"...a majority of first-year undergraduates at all types of institutions needed financial aid."

FIGURE 15

Percentage of Students Needing Financial Aid

(Average Percentage, First-Year Undergraduates Needing Aid)

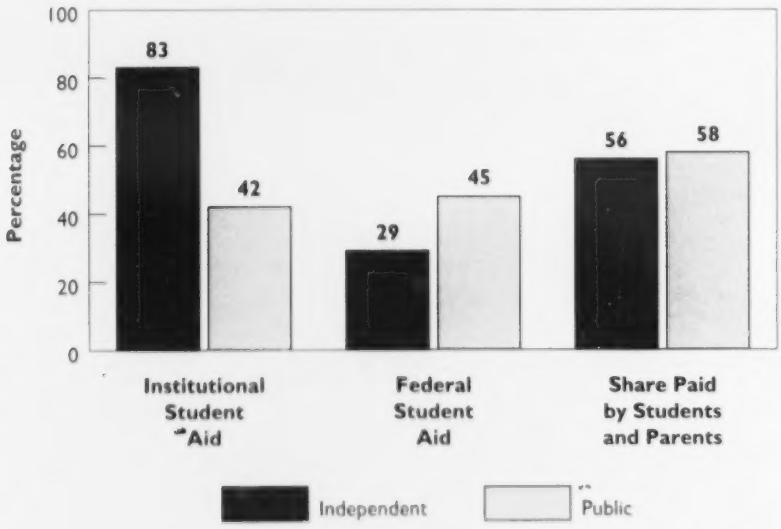


Source: Campus Trends 1995, American Council on Education.

FIGURE 16

Changes in Who Pays for College Costs

(Percentage of Institutions Reporting an Increase in Each Source)



Source: Campus Trends 1995, American Council on Education.

As Figure 16 shows, federal student aid grew at three in ten independent institutions and at 45 percent of public institutions. In contrast, 83 percent of independent institutions increased spending on student aid from their own funds, as did 42 percent of public institutions.

VI. Financial Status and Outlook

Most institutions had an increase in their overall budget in the current year, an improvement from the widespread financial retrenchment of the early 1990s (Andersen, 1994; El-Khawas, 1994). In 1992, for example, only half of public institutions had budget increases, and two-thirds had faced mid-year budget cuts (Figure 17).

Financial issues continue to loom large for many colleges and universities. Among public institutions, one-half had no funding increase from state or local governments this year and expected budget cuts in the next year. Many expected financial problems to continue through the end of the decade (Table A19). Many community colleges still have financial problems: One-third had no budgetary gain this year and just as many expect no gains over the next five years.

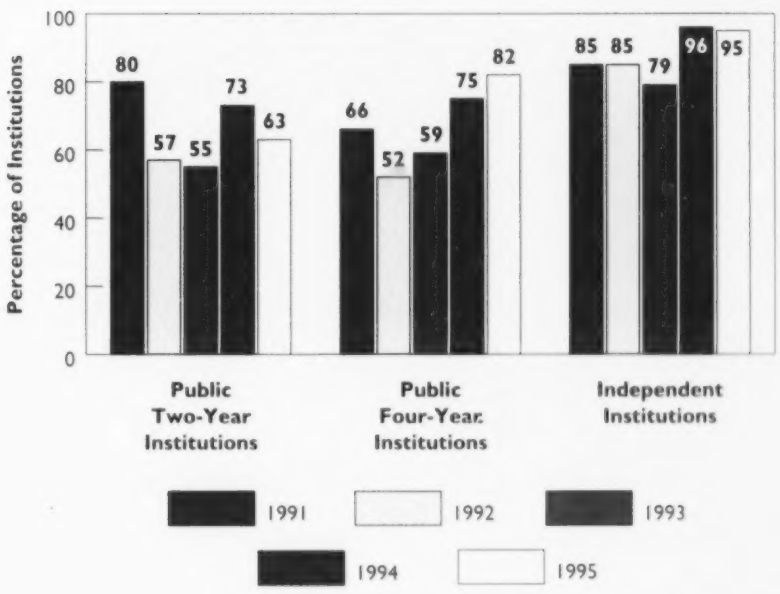
Sources of income show some changes. Although seven in ten public institutions increased their overall budget (Table A19), only half received increased funding from state and local government sources, traditionally their primary source of funding (Table A20). Other sources are growing in importance:

- 51 percent of public institutions had increased income from grants and contracts.
- 46 percent had increased income from gifts and alumni giving.
- 33 percent reported increased endowment income.

"Among public institutions, one-half had no funding increase from state or local governments this year and expected budget cuts in the next year."

FIGURE 17

Percentage of Institutions with a Budget Increase, Compared with the Previous Year



Source: Campus Trends, *1991–1995*, American Council on Education.

Payments by students and parents are another growing source of income. Public-sector administrators estimated that tuition and fees now account for an average of about one-third of their total per-student costs (Table A20). In some states, the proportion is set by state policy.

Most independent institutions reported budget increases in the last year, but at rates barely ahead of inflation. One-third had increases of more than 5 percent, but most had smaller increases, typically 3 to 5 percent. Looking to the next five years, a similar split appears: 37 percent expected budget increases greater than 5 percent, while most expected smaller increases (Table A19).

Independent institutions continue to be highly dependent on income from tuition and fees. On average, 71 percent of costs are met by tuition and fees. About half of independent institutions reported that the share of costs borne by students and parents is increasing.

Among other sources of income, gifts and alumni giving increased for 61 percent of independent institutions. Endowment income rose at 45 percent of independent institutions (Horton, 1995). Other sources increased for only a small proportion of independent institutions:

- 32 percent of independent institutions reported increased income from grants and contracts.
- 29 percent of independent institutions reported growth in federal student aid.

"Most independent institutions reported budget increases in the last year, but at rates barely ahead of inflation."

Ratings of Institutional Status

Despite signs that the severe funding cuts of the early 1990s have eased, the general picture suggests that academic institutions have lost ground financially in recent years. Overall, only 40 percent of administrators described their financial condition as "excellent" or "very good" in 1995. This is down from 1989, when 48 percent gave these ratings to their financial condition (Figure 18).

Administrators also offered relatively weak ratings of several other areas of institutional operations (Table A21). The percentage that gave each area a strong rating (excellent or very good) include:

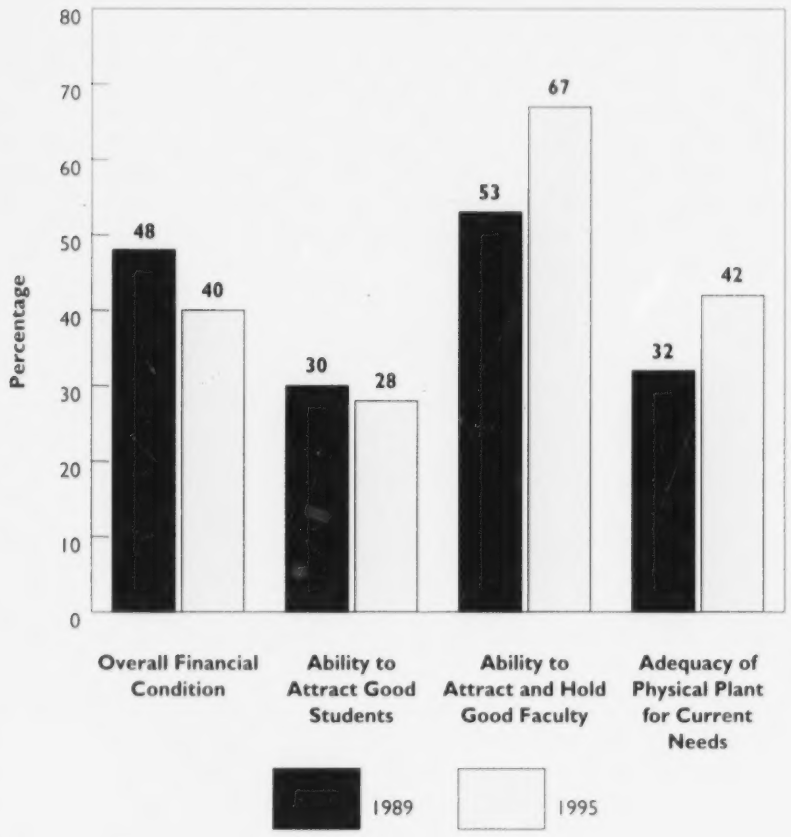
- physical plant 42 percent
- electronic infrastructure (for administrative purposes) 35 percent
- electronic infrastructure (academic) 33 percent
- library resources 32 percent
- equipment for teaching 30 percent
- equipment for research 20 percent

For some areas, independent institutions are in a stronger position, but the general pattern of low ratings holds for both sectors. Research and doctoral universities have higher ratings on most measures (Table A21).

FIGURE 18

Key Indicators of Institutional Health

(Percentage of Institutions Rating Items Highly)



Source: Campus Trends, *1989, 1995, American Council on Education.*

On two aspects of competitive standing, ratings differ markedly (Table A21):

- Only three in ten institutions rate highly their ability to attract good students.
- In contrast, two-thirds of institutions give high ratings to their ability to attract and hold good faculty.

This discrepancy may reflect the differing realities affecting the student market, where good students are in short supply, compared with market conditions for faculty, where many fields and many institutions perceive a surplus of talent.

"...the general picture suggests that academic institutions have lost ground financially in recent years."

CONCLUSION & DISCUSSION

No single story can capture the experience of more than 3,000 institutions of higher education as they face different enrollment, financial, and internal pressures. Yet, some general trends can be identified, and some broader implications of these trends can be considered. During its review of this report, members of the advisory committee for the *Campus Trends* study raised the following issues:

- ***Higher education's place in state-level priorities***

  Even though many public colleges and universities saw their financial pressures ease somewhat, compared with the often dramatic cuts of the early 1990s, considerable concern remains. In many states, the level of state funding for higher education has been reduced in both absolute and relative terms. The demands on state budgets are such that many states will not be able to restore higher education to an appropriate funding level. In this context, where higher education has a lower place in state priorities, how should institutions make an appropriate case for higher education? How can they demonstrate both the positive and negative effects of recent downsizing and restructuring initiatives? And how can educators effectively emphasize the critical role that higher education opportunity plays in the long-term development of a state's economy?

- ***Cost and affordability: A looming crisis?***

  If anything, the study results may understate the seriousness of the financial pressures on students and their families today. The combined effects of several policy actions must be recognized: loans making up a larger part of aid packages; shifting of more loan costs to students; continuing erosion in the role of grants; state policies that increase the share of revenues based on tuition and fees; tuition increases that exceed inflation; part-time job opportunities that are mainly low-wage.

"...the study results may understate the seriousness of the financial pressures on students and their families today."

These changes have increased significantly the burden on students in meeting the costs of college study. Increasing numbers of needy students fear that their college dreams are not affordable.

What is the future trajectory with costs and affordability? Students must meet a substantial share of the costs of college today; will this share expand still more? And are the consequences in educational terms being adequately considered? These trends already have had troubling effects: more part-time or interrupted study; more students ending their studies before getting a degree; job responsibilities during the term that interfere with effective learning and educational accomplishment.

"The larger ramifications of electronic technology are still to be addressed."

The potential of electronic technology

Following decades of predictions and years of gaining experience, a large number of colleges and universities are now in a position to exploit the classroom potential of electronic technology. As yet, however, most have either taken small-scale steps or adopted electronic approaches that have assisted traditional classroom teaching. The larger ramifications of electronic technology are still to be addressed.

Educators should recognize that technological change will raise core educational questions—how students learn, what the real task of the professor is, how scholarship and research are best connected to student learning, and how college study can be effective for the needs of a global economy. The future shape of the electronic university is still largely uncertain. College and university leaders need to think through their next steps very carefully, being alert both to the dangers of counterproductive activities and to the core questions that must be considered.

New pressures for effective teaching

Many colleges and universities have begun to rethink their approaches to teaching. Active learning, uses of electronic technology, and other changes are under way. A longer view is needed, especially to give more systematic attention to the different teaching styles that will be needed for future generations of students whose experiences have been shaped by electronic media, computers, and changing social and economic trends in American society. Colleges and universities would be well-advised to maintain close ties with high schools and with educators in their communities, both to stay abreast of changing student needs and expectations and to keep in touch with the often substantial changes being made by the school systems themselves.
A caution is also in order: In pressing for new attention to effective teaching, colleges and universities must recognize the many dimensions that currently make up the teaching role. Every faculty member has continuing responsibilities for tasks that support educational effectiveness — among them, advising students, planning and developing new

curricula, keeping informed and making use of new scholarship, and guiding the research of graduate students. These roles are sometimes forgotten when policy debates focus on faculty workload and productivity. New attention to effective teaching is needed, especially to offer different approaches that will be effective with the students of today and tomorrow, but the educational strengths underlying the many dimensions of the current faculty role should not be lost.

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APPENDIX A
TABLES

TABLE A1

Current Initiatives With Academic Programs (Percentage of Institutions)

	All Institutions	Public				Independent		
		All	Two-Year	Comprehensive	Research/ Doctoral	All	Colleges	Research/ Doctoral
Expanded class use of electronic tools								
Extensive	**38**	**42**	**42**	**39**	**48**	**30**	**30**	**26**
Some	**61**	**57**	**57**	**60**	**52**	**68**	**68**	**69**
None	**1**	**1**	**1**	**0**	**0**	**2**	**2**	**4**
Institution-wide academic planning								
Extensive	52	50	48	50	60	57	57	57
Some	46	48	50	48	38	41	41	36
None	2	2	2	2	2	2	2	7
Course redesign to increase active learning								
Extensive	14	14	17	9	11	13	13	18
Some	75	75	70	86	83	74	75	60
None	11	10	13	5	6	13	12	22
Course redesign to increase multicultural and/or gender awareness								
Extensive	12	12	9	13	28	12	12	12
Some	73	72	71	75	68	75	77	62
None	15	16	20	12	4	12	11	26
Improvements affecting the freshman year								
Extensive	24	17	10	28	37	34	33	45
Some	59	61	61	64	55	57	58	40
None	17	22	29	8	9	9	9	15
Collaborative planning with other colleges and universities								
Extensive	10	14	14	17	9	4	5	2
Some	66	73	75	66	72	54	54	58
None	23	13	11	17	18	41	41	40
Improvements affecting graduate education								
Extensive	16	11	0	12	10	18	19	18
Some	56	69	0	69	70	48	45	71
None	28	19	0	19	21	34	36	12
Changes in core curriculum								
Extensive	17	15	12	18	25	21	21	19
Some	54	58	59	55	55	47	47	49
None	29	27	29	27	19	32	32	32
Reorganization of departments and programs								
Extensive	11	12	12	12	12	10	9	14
Some	59	56	53	62	68	63	63	68
None	30	31	35	27	20	27	28	18
Improvements affecting the senior year								
Extensive	3	6	0	6	5	2	2	6
Some	52	47	0	46	48	55	54	56
None	45	48	0	48	47	43	44	38
Development of accelerated degree programs								
Extensive	6	3	2	4	4	11	12	2
Some	30	29	27	33	30	33	33	29
None	64	69	71	63	66	56	55	68

Source: Campus Trends 1995, *American Council on Education.*

Weighted survey data (80 percent response) received from 407 institutions (including 130 two-year colleges, 36 baccalaureate institutions, 125 comprehensive universities, and 116 doctoral institutions).

TABLE A2

Possible Changes Affecting Students in the Next Five Years (Percentage of Institutions)

	All Institutions	Public				Independent		
		All	Two-Year	Comprehensive	Research/Doctoral	All	Colleges	Research/Doctoral
More courses using electronic materials								
Very likely	68	69	69	69	72	64	65	59
Possible	30	30	30	31	28	31	30	41
Not likely	2	1	1	0	0	4	5	0
More courses through distance learning								
Very likely	47	60	62	53	65	24	24	28
Possible	37	32	29	42	31	44	46	26
Not likely	16	7	9	4	5	32	30	46
Class assignments submitted electronically								
Very likely	36	36	31	45	46	38	39	31
Possible	54	54	57	47	52	54	53	65
Not likely	10	10	12	8	2	8	9	4
Registration almost entirely by telephone/computer								
Very likely	35	43	38	42	78	22	20	44
Possible	45	38	40	42	17	56	57	44
Not likely	20	19	22	16	6	22	23	12
More participatory courses								
Very likely	32	28	31	23	19	37	38	29
Possible	59	61	58	66	76	55	55	58
Not likely	9	10	11	11	5	8	7	13
Larger classes								
Very likely	30	37	39	38	23	15	16	9
Possible	45	42	44	34	48	51	52	44
Not likely	25	21	17	27	30	34	32	47
One-stop student services								
Very likely	25	29	31	22	35	18	16	42
Possible	54	51	50	56	50	59	60	49
Not likely	21	20	19	22	15	23	24	9
More scheduling options								
Very likely	20	24	25	18	31	12	11	19
Possible	57	55	55	58	51	61	62	52
Not likely	23	21	20	24	18	27	27	30
Fewer course sections available								
Very likely	19	23	23	24	20	13	13	12
Possible	47	47	51	40	41	45	46	39
Not likely	34	30	26	35	39	42	41	49
More self-paced learning								
Very likely	19	21	25	11	14	15	15	14
Possible	58	60	61	59	59	55	56	36
Not likely	23	19	14	30	28	31	29	50
Fewer majors available								
Very likely	8	9	6	17	8	7	7	6
Possible	35	35	36	33	38	35	36	23
Not likely	57	56	59	50	54	58	56	70

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TABLE A2—CONTINUED

Possible Changes Affecting Students in the Next Five Years (Percentage of Institutions)

	All Institutions	Public				Independent		
		All	Two-Year	Comprehensive	Research/ Doctoral	All	Colleges	Research/ Doctoral
More student services available on a fee basis								
Very likely	7	7	5	9	11	7	7	5
Possible	42	41	32	58	56	44	45	35
Not likely	51	52	62	33	33	50	48	60
Scaled-down student services								
Very likely	4	5	5	5	2	3	3	4
Possible	27	31	32	29	26	20	20	22
Not likely	69	64	63	66	72	77	77	74

Source: Campus Trends 1995, *American Council on Education.*
Weighted survey data (80 percent response) received from 407 institutions (including 130 two-year colleges, 36 baccalaureate institutions, 125 comprehensive universities, and 116 doctoral institutions).

TABLE A3

Use of Personal Computers (Percentage of Institutions Giving Each Response)

	All Institutions	Public				Independent		
		All	Two-Year	Comprehensive	Research/ Doctoral	All	Colleges	Research/ Doctoral
Full-time undergraduate students								
1–25 percent	10	14	18	7	4	4	4	2
26–50 percent	27	32	34	31	19	18	18	15
51–70 percent	40	40	37	44	47	40	42	19
71 percent or more	23	14	10	17	30	39	36	64
Part-time and adult students								
1–25 percent	18	22	24	19	11	11	11	12
26–50 percent	40	45	47	39	40	33	34	21
51–70 percent	30	26	23	32	34	37	37	35
71 percent or more	12	7	5	10	15	19	18	32
Full-time faculty								
1–25 percent	4	7	10	2	0	0	0	0
26–50 percent	14	14	18	7	9	12	13	5
51–70 percent	35	32	25	51	31	40	41	23
71 percent or more	47	47	47	41	60	48	46	72
Part-time faculty								
1–25 percent	15	18	19	19	7	10	10	8
26–50 percent	33	33	35	31	24	32	32	26
51–70 percent	36	37	37	35	42	33	35	18
71 percent or more	16	11	8	15	27	25	23	47

Source: Campus Trends 1995, *American Council on Education.*
Weighted survey data (80 percent response) received from 407 institutions (including 130 two-year colleges, 36 baccalaureate institutions, 125 comprehensive universities, and 116 doctoral institutions).

TABLE A4

Actions Related to Accreditation (Percentage of Institutions)

	All Institutions	Public				Independent		
		All	Two-Year	Comprehensive	Research/ Doctoral	All	Colleges	Research/ Doctoral
Self-study for regional accreditation								
Extensive	27	26	29	19	18	30	30	24
Some	29	30	27	39	35	25	26	17
None	44	44	44	42	47	45	44	59
Self-study for specialized accreditation								
Extensive	23	22	17	34	26	25	25	20
Some	50	51	48	54	67	48	47	58
None	27	26	35	12	7	27	27	22
Implementing recommendations from accreditation reports								
Extensive	19	22	22	25	18	15	15	16
Some	66	62	57	71	72	73	74	63
None	15	16	22	4	11	12	11	21
Percentage of institutions with any initiatives related to accreditation								
Yes	97	97	95	100	97	98	98	92
No	3	3	5	0	3	2	2	8
Percentage of institutions with extensive initiatives in all three areas								
Yes	3	4	3	3	7	1	0	4
No	97	96	97	97	93	99	100	96

Source: Campus Trends 1995, *American Council on Education.*
Weighted survey data (80 percent response) received from 407 institutions (including 130 two-year colleges, 36 baccalaureate institutions, 125 comprehensive universities, and 116 doctoral institutions).

TABLE A5

Status of Assessment (Percentage of Institutions Giving Each Response)

	All Institutions	Public				Independent		
		All	Two-Year	Comprehensive	Research/ Doctoral	All	Colleges	Research/ Doctoral
Our institution currently has assessment activities underway	94	97	97	97	93	91	91	89
Assessment is part of a self-study for a regional accrediting agency	84	83	81	87	81	86	87	73
Assessment is part of self-studies for specialized accrediting agencies	78	80	76	85	90	76	77	64
Assessment is now required by our state	50	59	61	59	44	34	36	17
Our institution is developing its own assessment instruments	86	86	86	91	76	86	87	81
Our institution is developing methods of portfolio assessment	69	63	57	78	68	80	84	41
Interest in assessment has decreased	9	9	10	8	8	9	9	11
Assessment has led to program or curriculum changes	76	79	82	75	67	72	76	40
Compared to five years ago, our current level of activity is:								
Not changed	10	9	9	10	13	11	9	25
Greater activity today	90	90	91	90	85	89	91	75
Less activity today	0	0	0	1	2	0	0	0
Among institutions with greater activity, reasons given:								
State requirements	14	21	25	12	21	2	2	0
Federal requirements	3	4	6	1	3	1	1	0
Accrediting recommendations	31	28	29	28	24	35	36	21
Institutional decisions	27	28	27	30	23	27	27	27
Other reasons	6	5	5	4	3	7	7	7
No reason given	19	14	8	25	26	28	27	45

Source: Campus Trends 1995, *American Council on Education.*
Weighted survey data (80 percent response) received from 407 institutions (including 130 two-year colleges, 36 baccalaureate institutions, 125 comprehensive universities, and 116 doctoral institutions).

TABLE A6

Administrator Views on Assessment (Percentage of Administrators Agreeing with Each Statement)

	All Institutions	Public				Independent		
		All	Two-Year	Comprehensive	Research/Doctoral	All	Colleges	Research/Doctoral
Student assessment will significantly improve undergraduate education	67	71	75	63	64	61	63	42
So far, attention to assessment has resulted mainly in new reporting requirements	48	48	50	41	53	48	47	58
All colleges and universities should publish evidence of their institutional effectiveness	53	63	68	53	53	34	34	40
As a condition of accreditation, colleges should show evidence of institutional effectiveness	87	86	89	82	72	88	91	62
Most campus officials have strong fears about misuse of effectiveness measures by external agencies	66	64	66	59	70	67	67	74
Use of nationally standardized tests for purposes of student assessment risks distorting the educational process	56	54	47	66	73	61	61	62

Source: Campus Trends 1995, *American Council on Education.*
Weighted survey data (80 percent response) received from 407 institutions (including 130 two-year colleges, 36 baccalaureate institutions, 125 comprehensive universities, and 116 doctoral institutions).

TABLE A7

Level of International Activity (Percentage of Institutions)

	All Institutions	Public				Independent		
		All	Two-Year	Comprehensive	Research/Doctoral	All	Colleges	Research/Doctoral
This institution's current level of activity to "internationalize" its institution is:								
Very extensive	17	12	6	21	28	26	26	33
Moderate	41	36	27	49	60	51	51	48
Limited	29	34	40	26	12	20	20	19
No substantial activity	12	18	26	4	0	2	3	0
Compared to five years ago, today's level of international activity is:								
At about the same level	34	45	57	21	21	17	18	6
At a higher level	62	51	38	75	79	82	81	91
At a lower level	4	5	6	3	0	2	2	2

Source: Campus Trends 1995, *American Council on Education.*
Weighted survey data (80 percent response) received from 407 institutions (including 130 two-year colleges, 36 baccalaureate institutions, 125 comprehensive universities, and 116 doctoral institutions).

TABLE A8

Areas of Increasing International Activity (Percentage of Institutions Reporting Increasing Activity)

	All Institutions	Public				Independent		
		All	Two-Year	Comprehensive	Research/ Doctoral	All	Colleges	Research/ Doctoral
Program:								
• Changing core courses to include an international perspective	46	45	38	52	70	50	49	61
• Adding an international perspective to existing programs	56	50	40	70	76	66	64	77
• Offering new majors or minors with an international perspective	29	21	11	40	45	42	43	39
• Offering interdisciplinary programs with an international perspective	31	25	15	43	51	42	41	49
• Developing institutional agreements/ partnerships abroad	50	43	29	68	79	62	60	76
Faculty:								
• Providing institutional financial support for faculty travel abroad	25	18	15	21	34	38	40	18
• Providing institutional financial support for faculty to conduct cross-national research	14	8	3	16	28	25	27	16
• Providing financial support or released time for faculty to develop courses with an international perspective	21	18	16	16	34	27	28	15
• Including international activity as a factor in:								
- Faculty hiring	16	14	9	20	32	19	19	20
- Promotion and tenure decisions	6	6	3	12	18	4	2	18
Students:								
• Providing institutional financial support for U.S. students to study in other countries	21	9	2	18	36	41	42	30
• Recruiting students from other countries	46	35	27	50	56	64	65	58
• Offering institutional financial support to students from other countries	22	16	12	23	28	32	32	30

Source: Campus Trends 1995, *American Council on Education.*
Weighted survey data (80 percent response) received from 407 institutions (including 130 two-year colleges, 36 baccalaureate institutions, 125 comprehensive universities, and 116 doctoral institutions).

TABLE A9

Different Types of International Activity (Percentage of Institutions Reporting Each Activity)

	All Institutions	Public				Independent		
		All	Two-Year	Comprehensive	Research/ Doctoral	All	Colleges	Research/ Doctoral
Program:								
• Changing core courses to include an international perspective	48	43	33	58	69	56	57	53
• Adding an international perspective to existing programs	63	53	40	76	85	79	79	81
• Offering new majors or minors with an international perspective	34	23	9	48	53	52	53	36
• Offering interdisciplinary programs with an international perspective	39	28	11	56	75	56	55	66
• Developing institutional agreements/ partnerships abroad	54	46	29	74	89	68	66	86
Faculty:								
• Providing institutional financial support for faculty travel abroad	45	32	17	56	73	69	69	65
• Providing institutional financial support for faculty to conduct cross-national research	23	15	4	30	50	37	36	50
• Providing financial support or released time for faculty to develop courses with an international perspective	34	26	21	26	58	48	49	42
• Including international activity as a factor in:								
- Faculty hiring	23	20	11	36	40	29	29	32
- Promotion and tenure decisions	11	10	5	19	21	13	13	10
Students:								
• Providing institutional financial support for U.S. students to study in other countries	30	17	6	30	53	53	53	61
• Recruiting students from other countries	61	48	32	78	83	83	82	98
• Offering institutional financial support to students from other countries	38	25	12	47	56	60	58	79

Source: Campus Trends 1995, *American Council on Education.*
Weighted survey data (80 percent response) received from 407 institutions (including 130 two-year colleges, 36 baccalaureate institutions, 125 comprehensive universities, and 116 doctoral institutions).

TABLE A10

Changes in Number of Faculty, 1993–94 vs. 1994–95 (Percentage of Institutions)

	All Institutions	Public				Independent		
		All	Two-Year	Comprehensive	Research/ Doctoral	All	Colleges	Research/ Doctoral
Change in full-time faculty (regular)								
Net gain	45	45	44	49	41	44	46	25
No change	36	33	36	29	22	43	43	43
Net loss	19	23	21	23	37	13	11	32
Change in full-time faculty (temporary)								
Net gain	32	32	26	43	42	31	33	12
No change	58	56	66	38	41	61	61	60
Net loss	10	11	7	19	18	8	6	27
Change in part-time faculty								
Net gain	47	47	48	44	50	46	46	38
No change	35	34	38	28	27	37	36	46
Net loss	18	19	14	29	22	17	18	16
Change in faculty 65 and over								
Net gain	19	15	9	25	28	26	25	41
No change	65	72	81	56	49	54	56	41
Net loss	16	14	11	18	24	20	20	19
Change in faculty 70 and over								
Net gain	11	7	3	14	16	18	16	41
No change	80	83	91	70	58	75	78	48
Net loss	9	10	5	16	26	7	6	11
Change in minority faculty								
Net gain	38	40	33	51	68	35	33	57
No change	57	53	63	41	19	63	66	41
Net loss	5	6	5	9	13	1	1	2
Change in women faculty								
Net gain	62	58	52	68	73	70	69	71
No change	34	39	47	23	21	25	25	27
Net loss	4	3	1	9	6	6	6	2
Change in tenured faculty								
Net gain	49	47	45	52	46	51	52	48
No change	40	41	48	29	27	37	38	36
Net loss	12	12	7	19	27	11	11	16
Change in minority faculty with tenure								
Net gain	17	22	16	31	42	9	7	27
No change	80	74	82	63	51	88	90	71
Net loss	3	3	2	6	6	3	3	2
Change in women faculty with tenure								
Net gain	48	47	44	52	54	49	47	68
No change	48	49	53	41	42	47	48	32
Net loss	4	4	3	7	4	5	5	0

Source: Campus Trends 1995, *American Council on Education.*
Weighted survey data (80 percent response) received from 407 institutions (including 130 two-year colleges, 36 baccalaureate institutions, 125 comprehensive universities, and 116 doctoral institutions).

TABLE A11

Expected and Recent Actions Related to Faculty (Percentage of Institutions)

	All Institutions	Public				Independent		
		All	Two-Year	Comprehensive	Research/ Doctoral	All	Colleges	Research/ Doctoral
Percentage of institutions that:								
• Have offered early retirement (buy-outs) in the last year	36	38	39	30	55	32	28	68
• Have increased the number of part-time teaching appointments	47	48	50	45	38	44	46	32
• Have decreased the number of part-time teaching appointments	21	19	17	24	22	26	27	16
• Expect to decrease the size of their faculty during the next 5 years	23	23	20	31	25	21	20	34
• Expect an increased pace of faculty hiring (for regular full-time positions) during the next five years	37	39	37	44	33	35	38	8
• Have procedures to retrain faculty for changing program needs	27	34	39	27	15	15	16	4
Among institutions with retraining procedures, average number of faculty involved, 1994-95	9.1	8.3	7.0	11.7	25.4	11.7	11.7	0.0

Source: Campus Trends 1995, *American Council on Education.*
Weighted survey data (80 percent response) received from 407 institutions (including 130 two-year colleges, 36 baccalaureate institutions, 125 comprehensive universities, and 116 doctoral institutions).

TABLE A12

Extent of Changes to Increase the Importance of Teaching (Percentage of Institutions)

	All Institutions	Public				Independent		
		All	Two-Year	Comprehensive	Research/ Doctoral	All	Colleges	Research/ Doctoral
Changes affecting promotion decisions								
Yes	33	27	19	33	64	43	44	38
Being considered	15	16	11	26	23	12	11	23
No	52	57	71	40	13	45	45	39
Changes affecting tenure criteria								
Yes	28	24	16	31	60	34	34	37
Being considered	16	17	12	27	25	14	14	13
No	56	59	71	43	16	52	52	50
Changes affecting faculty hiring								
Yes	38	37	36	38	43	39	41	29
Being considered	10	14	11	16	28	4	2	25
No	52	49	54	45	29	56	58	45
Changes affecting faculty evaluation								
Yes	43	45	42	44	68	41	42	36
Being considered	14	14	11	19	18	14	12	30
No	43	41	47	37	14	45	46	35
Changes in granting sabbaticals								
Yes	14	15	19	7	16	12	13	4
Being considered	15	13	9	23	14	17	17	18
No	71	72	73	69	70	70	69	77

Source: Campus Trends 1995, *American Council on Education.*
Weighted survey data (80 percent response) received from 407 institutions (including 130 two-year colleges, 36 baccalaureate institutions, 125 comprehensive universities, and 116 doctoral institutions).

TABLE A13

Faculty Activity for Professional Service (Percentage of Institutions)

	All Institutions	Public				Independent		
		All	Two-Year	Comprehensive	Research/ Doctoral	All	Colleges	Research/ Doctoral
Individual initiatives by faculty								
Extensive	24	26	27	21	39	19	18	32
Some	74	70	68	79	60	79	81	66
None	3	3	5	0	1	2	2	2
Department- or college-level initiatives								
Extensive	13	14	12	16	22	12	12	14
Some	78	78	78	81	71	77	77	74
None	9	8	10	3	7	11	11	12
Centers offering treatment/other services								
Extensive	11	13	9	20	25	6	4	22
Some	35	36	28	51	56	32	31	43
None	54	50	63	29	19	62	64	35
Institutes offering technical advice								
Extensive	9	12	6	21	25	4	3	19
Some	46	53	50	59	65	33	33	40
None	45	35	44	20	10	62	64	41
Service learning programs								
Extensive	10	9	9	7	10	13	13	12
Some	59	56	52	64	70	62	64	47
None	31	35	39	29	20	25	23	40

Source: Campus Trends 1995, *American Council on Education.*
Weighted survey data (80 percent response) received from 407 institutions (including 130 two-year colleges, 36 baccalaureate institutions, 125 comprehensive universities, and 116 doctoral institutions).

TABLE A14

Changes in Enrollment, 1993–94 vs. 1994–95 (Percentage of Institutions)

	All Institutions	Public				Independent		
		All	Two-Year	Comprehensive	Research/ Doctoral	All	Colleges	Research/ Doctoral
Overall (headcount) enrollment								
Increase	49	39	39	41	34	66	69	38
Decrease	44	52	53	49	52	31	30	46
Total FTE enrollment								
Increase	48	39	37	42	37	64	66	40
Decrease	41	49	51	44	52	28	27	43
First-time freshmen								
Increase	46	42	38	50	49	54	56	36
Decrease	35	38	39	38	31	31	31	36
Transfer students								
Increase	36	37	35	35	50	35	34	42
Decrease	24	22	16	35	31	27	26	27
Full-time students								
Increase	46	37	33	46	35	61	64	39
Decrease	36	43	45	37	45	24	23	42
Part-time students								
Increase	41	38	42	30	37	46	47	43
Decrease	38	46	47	45	43	23	21	40
Graduate enrollment—master's								
Increase	52	44	0	42	47	58	60	42
Decrease	24	34	0	37	28	17	15	33
Graduate enrollment—doctoral								
Increase	35	44	0	34	53	26	17	49
Decrease	11	15	0	8	22	8	4	19
Students age 25 and older								
Increase	42	37	38	34	36	52	52	45
Decrease	17	24	25	19	24	7	6	18
African-American students								
Increase	44	46	43	49	60	40	38	52
Decrease	14	14	12	19	13	13	13	13
Hispanic students								
Increase	41	44	41	41	68	36	34	51
Decrease	8	8	7	13	6	8	8	12
Asian-American students								
Increase	34	33	25	41	63	36	35	55
Decrease	10	9	10	8	7	13	13	5
Native American students								
Increase	25	27	21	37	36	22	23	17
Decrease	8	11	10	10	20	4	3	9

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TABLE A14—CONTINUED

Changes in Enrollment, 1993–94 vs. 1994–95 (Percentage of Institutions)

	All Institutions	Public				Independent		
		All	Two-Year	Comprehensive	Research/ Doctoral	All	Colleges	Research/ Doctoral
International students								
Increase	34	30	27	40	25	41	40	43
Decrease	18	19	12	27	47	16	16	19
Total number of applicants								
Increase	62	47	43	49	65	86	87	74
Decrease	25	34	36	35	24	9	8	14

Percentage with "No Change" is not shown.

Source: Campus Trends 1995, *American Council on Education.*
Weighted survey data (80 percent response) received from 407 institutions (including 130 two-year colleges, 36 baccalaureate institutions, 125 comprehensive universities, and 116 doctoral institutions).

TABLE A15

General Changes in Enrollment Levels (Percentage of Institutions)

	All Institutions	Public				Independent		
		All	Two-Year	Comprehensive	Research/ Doctoral	All	Colleges	Research/ Doctoral
Percentage of institutions that have taken steps recently to limit or decrease undergraduate enrollment	7	8	5	14	13	6	5	10
Among these institutions, limits included:								
Overall enrollment limits	44	46	23	51	81	39	31	80
Enrollment limits in specific subjects	54	45	21	63	51	74	81	40
Change in cut-off date for accepting applications	36	53	37	69	39	0	0	0
Restrictions on out-of-state applications	11	17	0	28	20	0	0	0
Accrediting limits in certain fields	13	12	0	12	41	16	19	0
This fall's enrollment level, in comparison with projections, is:								
Significantly above projections	3	1	0	2	1	6	6	6
Somewhat above projections	22	22	17	32	27	22	22	23
At projected levels	36	37	38	31	45	34	35	32
Slightly below projections but within budgeted levels	27	28	30	26	21	25	25	24
Below projected and budgeted levels	12	12	15	8	6	12	12	15

Source: Campus Trends 1995, *American Council on Education.*
Weighted survey data (80 percent response) received from 407 institutions (including 130 two-year colleges, 36 baccalaureate institutions, 125 comprehensive universities, and 116 doctoral institutions).

TABLE A16

Academic Profile of Fall 1994 First-Year Undergraduates (Average of the Percentages that Were Reported)

	All Institutions	Public				Independent		
		All	Two-Year	Comprehensive	Research/ Doctoral	All	Colleges	Research/ Doctoral
Percentage of undergraduates that needed financial aid	63	57	56	62	58	74	74	67
Percentage of undergraduates that needed remedial math	33	41	48	30	12	18	19	7
Percentage of undergraduates that needed remedial English	27	33	38	25	11	16	16	9
Percentage of undergraduates that had earned college credits in HS	9	6	5	7	15	13	12	23
Percentage of undergraduates that are degree-seeking	81	72	62	91	96	97	96	97

Source: Campus Trends 1995, *American Council on Education.*
Weighted survey data (80 percent response) received from 407 institutions (including 130 two-year colleges, 36 baccalaureate institutions, 125 comprehensive universities, and 116 doctoral institutions).

TABLE A17

Racial/Ethnic Composition of Fall 1994 Undergraduates Nationwide and by Region (Average of the Percentages that Were Reported)

	All Institutions	Public				Independent		
		All	Two-Year	Comprehensive	Research/ Doctoral	All	Colleges	Research/ Doctoral
Nationwide:								
Percentage African-American	11.5	12.2	11.6	15.7	6.6	10.2	10.4	9.2
Percentage Hispanic	5.4	6.4	7.3	4.8	4.4	3.7	3.5	5.4
Percentage Asian-American	4.0	4.3	4.4	3.4	6.2	3.3	2.6	10.5
Percentage Native American	1.5	1.8	1.7	2.2	1.2	1.0	1.0	1.2
Percentage International	2.6	1.9	1.8	2.0	2.6	3.7	3.4	6.7
Region: Northeast								
Percentage African-American	8.1	9.3	9.7	9.1	6.1	7.0	6.9	7.2
Percentage Hispanic	5.4	7.5	7.9	7.6	3.0	3.3	2.9	5.5
Percentage Asian-American	4.5	5.0	5.6	3.7	5.4	4.0	2.7	12.2
Percentage Native American	0.9	1.0	1.1	1.0	1.0	0.7	0.7	0.7
Percentage International	2.5	1.8	1.7	2.1	1.4	3.1	2.4	7.1
Region: Midwest								
Percentage African-American	7.9	9.5	11.7	5.6	6.8	5.4	5.3	8.4
Percentage Hispanic	2.6	2.7	3.1	1.8	2.6	2.5	2.5	4.4
Percentage Asian-American	2.7	2.8	3.1	1.3	4.1	2.6	2.4	11.2
Percentage Native American	1.6	2.1	2.6	1.2	1.2	0.9	0.9	1.0
Percentage International	2.6	2.3	2.3	1.9	3.2	3.1	3.0	4.4
Region: South								
Percentage African-American	19.9	20.0	17.6	27.6	9.9	19.6	20.0	14.9
Percentage Hispanic	4.0	4.1	4.6	3.3	4.0	3.8	3.8	3.6
Percentage Asian-American	2.3	2.5	2.3	2.2	4.8	2.1	1.7	5.9
Percentage Native American	1.4	1.4	0.9	2.9	0.9	1.3	1.3	2.0
Percentage International	2.5	1.6	1.4	1.8	2.2	4.4	4.2	7.2

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TABLE A17—CONTINUED

Racial/Ethnic Composition of Fall 1994 Undergraduates Nationwide and by Region (Average of the Percentages that Were Reported)

	All Institutions	Public				Independent		
		All	Two-Year	Comprehensive	Research/ Doctoral	All	Colleges	Research/ Doctoral
Region: West								
Percentage African-American	3.5	3.5	3.7	3.9	2.0	3.5	3.4	4.2
Percentage Hispanic	13.1	14.0	15.2	12.2	7.9	9.2	9.1	9.6
Percentage Asian-American	8.9	9.1	8.1	12.6	11.3	7.8	6.7	14.4
Percentage Native American	2.3	2.6	2.4	4.3	1.8	1.0	1.0	1.0
Percentage International	2.8	2.0	1.8	2.8	2.7	5.9	6.0	5.7

Source: Campus Trends 1995, *American Council on Education.*
Weighted survey data (80 percent response) received from 407 institutions (including 130 two-year colleges, 36 baccalaureate institutions, 125 comprehensive universities, and 116 doctoral institutions).

TABLE A18

Characteristics of Fall 1994 Undergraduates (Percentage of Institutions Giving Each Response)

	All Institutions	Public				Independent		
		All	Two-Year	Comprehensive	Research/ Doctoral	All	Colleges	Research/ Doctoral
Part-time students								
61 percent or more	14	23	32	4	2	0	0	0
41–60 percent	25	35	47	16	7	9	9	2
21–40 percent	19	21	16	36	18	16	17	14
11–20 percent	17	11	3	24	36	27	28	13
1–10 percent	24	9	1	19	36	48	46	71
None	0	0	1	0	0	0	0	0
Living in college-sponsored housing								
61 percent or more	17	1	0	3	1	43	44	35
41–60 percent	13	7	2	17	14	23	23	21
21–40 percent	20	20	9	37	43	19	18	25
11–20 percent	9	11	5	18	26	6	5	14
1–10 percent	16	22	26	18	15	7	7	5
None	24	38	58	7	1	3	3	0
Holding jobs during the school year								
61 percent or more	36	38	42	33	22	32	33	21
41–60 percent	41	46	49	42	33	33	33	31
21–40 percent	14	11	6	18	32	19	18	35
11–20 percent	5	2	0	4	10	10	9	14
1–10 percent	2	1	0	4	1	3	3	0
None	2	2	2	0	1	3	3	0
Taking courses in satellite or other locations								
61 percent or more	0	1	1	1	0	0	0	0
41–60 percent	3	1	2	1	0	7	8	0
21–40 percent	7	9	11	5	1	3	3	3
11–20 percent	15	21	27	7	8	5	5	3
1–10 percent	65	62	51	86	85	71	70	80
None	9	6	8	1	5	14	14	15
Having loans of more than $5,000								
61 percent or more	4	2	1	2	9	8	8	15
41–60 percent	16	7	1	21	18	28	28	27
21–40 percent	29	20	16	26	33	42	43	36
11–20 percent	20	22	21	23	26	17	17	19
1–10 percent	27	43	52	28	9	4	5	0
None	4	7	9	0	4	0	0	3

Source: Campus Trends 1995, *American Council on Education.*
Weighted survey data (80 percent response) received from 407 institutions (including 130 two-year colleges, 36 baccalaureate institutions, 125 comprehensive universities, and 116 doctoral institutions).

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TABLE A19

Overall Changes in Operating Budgets (Percentage of Institutions)

	All Institutions	Public				Independent		
		All	Two-Year	Comprehensive	Research/ Doctoral	All	Colleges	Research/ Doctoral
1994–95 budget compared to last year:								
Increase of:								
More than 5 percent	26	23	23	22	22	32	31	37
3 to 5 percent	38	30	26	38	38	52	54	37
1 to 2 percent	15	17	14	22	19	11	12	8
No change	7	10	12	6	9	1	0	14
Decrease of:								
1 to 2 percent	7	11	13	11	3	0	0	2
3 to 5 percent	4	6	7	1	7	1	1	0
More than 5 percent	3	4	5	1	1	3	3	2
Expected budget changes for next five years:								
Increase of:								
More than 5 percent	24	17	13	28	21	37	36	43
3 to 5 percent	36	31	30	35	34	45	45	40
1 to 2 percent	17	20	24	8	24	12	12	11
No change	8	9	11	8	5	6	6	2
Decrease of:								
1 to 2 percent	6	9	13	1	6	0	0	0
3 to 5 percent	5	8	6	13	7	0	0	4
More than 5 percent	3	5	4	9	3	0	0	0
Percentage of institutions expecting a budget cut for 1995–96	38	49	50	44	53	20	18	47

Source: Campus Trends 1995, *American Council on Education.*
Weighted survey data (80 percent response) received from 407 institutions (including 130 two-year colleges, 36 baccalaureate institutions, 125 comprehensive universities, and 116 doctoral institutions).

TABLE A20

Specific Changes in Operating Budget (Percentage of Institutions Showing an Increase or Decrease*)

	All Institutions	Public				Independent		
		All	Two-Year	Comprehensive	Research/ Doctoral	All	Colleges	Research/ Doctoral
Budget for educational and general expenses								
Increase	70	60	51	79	72	86	85	89
Decrease	14	20	26	8	13	4	4	6
Budget for institutional student aid								
Increase	57	42	35	53	69	83	82	86
Decrease	8	9	11	6	8	5	6	2
Budget for instructional technology								
Increase	65	59	55	73	59	76	76	71
Decrease	9	12	15	6	4	3	3	2
Income from endowment								
Increase	38	33	31	27	59	45	44	58
Decrease	14	9	9	11	6	21	22	16
Income from gifts and alumni giving								
Increase	52	46	38	60	67	61	60	67
Decrease	6	4	2	9	3	10	9	12
Income from grants and contracts								
Increase	44	51	45	53	81	32	30	45
Decrease	10	10	9	11	9	10	9	17
Revenues from state and local government								
Increase	43	51	44	66	62	27	30	5
Decrease	24	27	31	18	20	19	18	28
Federal student aid								
Increase	39	45	46	39	45	29	30	23
Decrease	17	9	9	8	8	31	31	27
Share of costs that students/parents pay								
Increase	58	58	55	64	63	56	57	53
Decrease	6	4	3	5	3	9	9	9
Institutional indebtedness								
Increase	20	14	10	20	22	28	28	30
Decrease	20	13	13	10	13	32	34	14
Institutional estimate, percentage of total per-student costs that is paid by tuition and fees (average)	46.9	32.8	30.6	38.0	34.2	71.4	71.8	66.3

*Percentage with "No Change" is not shown.

Source: Campus Trends 1995, *American Council on Education.*
Weighted survey data (80 percent response) received from 407 institutions (including 130 two-year colleges, 36 baccalaureate institutions, 125 comprehensive universities, and 116 doctoral institutions).

TABLE A21

Ratings of Institutional Status (Percentage of Institutions*)

	All Institutions	Public				Independent		
		All	Two-Year	Comprehensive	Research/ Doctoral	All	Colleges	Research/ Doctoral
Percentage rating their own institution as "Excellent" or "Very Good":								
Preparation level of entering students	21	13	4	26	47	34	31	70
Ability to attract good students	28	22	15	29	58	39	35	74
Ability to attract African-American students	17	19	14	26	34	13	11	35
Ability to attract Hispanic students	13	17	16	17	21	6	5	21
Supportive climate for:								
• African-American students	27	29	25	39	34	23	23	29
• Hispanic students	26	30	27	38	26	21	20	27
Ability to attract and hold good faculty	67	63	66	54	63	74	73	81
Adequacy of faculty compensation	32	35	36	35	27	27	23	62
Overall financial condition of the institution	40	32	34	25	38	54	53	62
Overall quality of administration and management	72	68	73	57	69	79	80	68
Adequacy of physical plant for:								
• current needs	42	36	37	33	38	51	51	45
• needs over the next ten years	21	17	16	15	26	28	27	39
Adequacy of equipment for:								
• teaching	30	29	33	18	30	31	29	51
• research	20	20	15	18	46	20	16	52
Adequacy of library resources	32	29	26	30	42	39	38	45
Adequacy of electronic infrastructure:								
• to support academic programs	33	34	34	31	46	31	29	42
• for administration and management	35	37	36	37	47	31	30	46
Adequacy of long-range planning	44	39	37	37	52	53	53	56
Percentage rating their own institution as "Fair" or "Poor":								
Preparation level of entering students	38	50	63	29	12	17	18	5
Ability to attract good students	21	24	30	16	7	17	18	2
Ability to attract African-American students	54	53	59	43	42	56	58	35
Ability to attract Hispanic students	61	59	63	52	45	65	69	32
Supportive climate for:								
• African-American students	36	34	40	20	26	38	40	21
• Hispanic students	38	37	43	27	28	39	41	14
Ability to attract and hold good faculty	6	7	6	8	11	5	5	0
Adequacy of faculty compensation	27	21	19	25	25	37	38	22
Overall financial condition of the institution	16	18	20	13	19	11	10	15
Overall quality of administration and management	5	3	4	0	4	9	10	2
Adequacy of physical plant for:								
• current needs	21	28	33	18	21	10	10	9
• needs over the next ten years	51	55	57	51	49	45	46	34
Adequacy of equipment for:								
• teaching	25	30	30	34	27	15	15	14
• research	50	53	55	60	23	45	48	14
Adequacy of library resources	31	33	39	21	21	28	29	14
Adequacy of electronic infrastructure:								
• to support academic programs	27	31	35	26	24	18	18	17
• for administration and management	24	27	30	22	25	18	17	25
Adequacy of long-range planning	23	25	27	22	18	19	19	19

*Responses for "Good" are not shown on table.

Source: Campus Trends 1995, American Council on Education.
Weighted survey data (80 percent response) received from 407 institutions (including 130 two-year colleges, 36 baccalaureate institutions, 125 comprehensive universities, and 116 doctoral institutions).

APPENDIX B
TECHNICAL NOTES

Technical Notes

This survey was conducted through the Higher Education Panel, part of an ongoing survey research program created in 1971 by the American Council on Education. In the fall and winter of 1991–92, the Higher Education Panel was revised by selecting a new sample of institutions to reflect the changes that had occurred in the number of institutions and their missions since the prior sample had been drawn in 1983. One of the requisites in selecting the new sample was the preservation of as much continuity as possible with the previous panel.

The present panel is a disproportionate stratified sample of 670 colleges and universities. The sample was drawn from the more than 3,400 four- and two-year institutions found on the U.S. Department of Education's 1988–89 Institutional Characteristics data tape. It is from this data tape that the Department produces its official *Directory of Postsecondary Education*. The Panel's stratification design (Table B-1) is based primarily upon three factors: the Carnegie classification of institutional type; public or independent control; and enrollment size.

The sample for the *Campus Trends* survey consists of 506 institutions that offer a general program of undergraduate instruction. It excludes specialized institutions (e.g., rabbinical seminaries, schools of art), institutions offering graduate instruction only, independent institutions that offer less than baccalaureate instruction, and other institutions that offer no general program of undergraduate instruction. The sample closely approximates and updates that which has been used in previous *Campus Trends* surveys.

TABLE B-1

Stratification Design

Type of Institution	Population	Sample	Respondents
Total	**2,331**	**506**	**(407)**
Large public research universities	72	54	44
Large public doctoral universities	38	29	24
Large public comprehensive universities	30	23	17
Large independent research universities	32	24	20
Large independent doctoral universities	25	18	15
Large independent comprehensive universities	17	13	11
Public doctoral universities (<14,500 FTEE)	24	11	8
Public comprehensive universities (6,500–13,999 FTEE)	92	46	40
Public comprehensive universities (<6,500 FTEE)	207	39	34
Public liberal arts colleges	34	4	3
Independent doctoral universities (<14,500 FTEE)	20	5	5
Independent comprehensive universities (2,500–13,999 FTEE)	82	16	11
Independent comprehensive colleges (<2,500 FTEE)	155	15	12
Independent liberal arts colleges (>1,000 FTEE)	213	23	18
Independent liberal arts colleges (<1,000 FTEE)	313	20	15
Public two-year colleges (14,000 or more FTEE)	7	4	3
Public two-year colleges (8,000–13,999 FTEE)	51	30	21
Public two-year colleges (4,500–7,999 FTEE)	125	43	32
Public two-year colleges (2,000–4,499 FTEE)	254	43	36
Public two-year colleges (<2,000 FTEE)	540	46	38

FTEE - Full-time equivalent enrollment

The four-page survey questionnaire (Appendix C) was mailed in late January 1995 with the request that it be completed by the academic vice-president. By May, responses were received from 80 percent of those surveyed (407 institutions). Data from responding institutions were statistically weighted to be representative of the 2,332 four-year colleges and universities and public two-year institutions in the United States that offer a general program of undergraduate instruction. The weighting technique adjusts the data for institutional nonresponse within each stratification cell. Table B-2 shows response rates by institutional categories.

TABLE B-2

Response Rates By Institutional Categories (in Percentages)

Institutional Category	Response Rate
Total	**80**
Control	
Public	81
Independent	80
Type	
Public research or doctoral university	81
Independent research or doctoral university	85
Public comprehensive university	84
Independent comprehensive university	77
Public two-year college	78
Enrollment size	
Less than 1,000	78
1,000 to 4,999	81
5,000 to 9,999	79
10,000 and above	82

APPENDIX C
QUESTIONNAIRE

American Council on Education

Campus Trends, 1995

Circle or check an answer for each question. Estimates are sufficient where necessary. All questions refer to 1994-95. If not applicable, please write N/A.

I. FACULTY

A. Compared to 1993-94, did your institution have any net change in the number of:

	Net Gain	No Change	Net Loss
Full-time faculty - regular	3	2	1
Full-time faculty - temporary	3	2	1
Part-time faculty	3	2	1
Faculty 65 and over	3	2	1
Faculty 70 and over	3	2	1
Minority faculty	3	2	1
Women faculty	3	2	1
Tenured faculty	3	2	1
Minority faculty with tenure	3	2	1
Women faculty with tenure	3	2	1

	Yes	No
B. Do you expect to *decrease* the size of your faculty during the next 5 years?	2	1
C. Do you expect an *increased* pace of faculty hiring (for regular full-time positions) during the next 5 years?	2	1
D. Do you have procedures to retrain faculty for changing program needs?	2	1

If YES, please estimate how many faculty were involved in retraining during 1994-95: _____ (number)

E. Which of the following are true of your institution:

	Yes	No
We have offered early retirement (buy-outs) in the last year	2	1
We have *increased* the number of part-time teaching appointments	2	1
We have *decreased* the number of part-time teaching appointments	2	1

F. Has your institution recently taken steps to increase the importance of teaching in:

	Yes	Being Considered	No
— promotion decisions for faculty	3	2	1
— tenure criteria	3	2	1
— faculty hiring decisions	3	2	1
— faculty evaluation	3	2	1
— granting sabbaticals	3	2	1

G. What type of activities does your institution have for professional service/academic outreach by faculty?

	Extensive Activity	Some Activity	No Activity
Individual initiatives by faculty	3	2	1
Department- or college-level initiatives	3	2	1
Centers offering treatment or other services	3	2	1
Institutes offering technical advice	3	2	1
Service learning programs	3	2	1

II. ACADEMIC PROGRAMS

A. Is your institution currently engaged in:

	Extensive Activity	Some Activity	No Activity
Institution-wide academic planning	3	2	1
Reorganization of academic departments and programs	3	2	1
Changes in core curriculum	3	2	1
Expanded use of electronic classroom tools	3	2	1
Course redesign to increase active, participatory learning	3	2	1
Course redesign to increase multicultural and/or gender awareness	3	2	1
Collaborative planning with other colleges and universities	3	2	1
Development of accelerated degree programs	3	2	1
Improvements affecting the freshman year	3	2	1
Improvements affecting the senior year	3	2	1
Improvements affecting graduate education	3	2	1
Self-study for regional accredtitation	3	2	1
Self-study for specialized accreditation	3	2	1
Implementing recommendations from accreditation reports	3	2	1

B. Thinking ahead, which of the following are likely to be experienced by your undergraduate students in **five years**:

	Very Likely	Possible	Not Likely
Larger classes	3	2	1
Fewer course sections available	3	2	1
Registration almost entirely by telephone/computer	3	2	1
One-stop student services	3	2	1
Scaled-down student services	3	2	1
More student services available on a fee basis	3	2	1
More participatory courses	3	2	1
More courses using electronic classroom materials	3	2	1
More self-paced learning	3	2	1
More courses offered through distance learning	3	2	1
Class assignments submitted electronically	3	2	1
More scheduling options	3	2	1
Fewer majors available	3	2	1

C. Please give a rough estimate of the percentage that routinely use personal computers among: (Check one in each row.)

	1-25 percent	26-50 percent	51-70 percent	71 percent or more
full-time undergraduate students	___	___	___	___
part-time and adult students	___	___	___	___
full-time faculty	___	___	___	___
part-time faculty	___	___	___	___

D. How would you characterize your current level of activity to "internationalize" your institution? (e.g., changes in curriculum, student and faculty exchanges, international linkages)

_____ Very extensive
_____ Moderate
_____ Limited activity
_____ No substantial activity

E. Compared to five years ago, is your institution's level of international activity:

_____ at about the same level
_____ at a higher level today
_____ at a lower level today

F. Is your institution active in any of the following ways? Are you currently increasing any of these activities?

	Active? Yes	Active? No	Increasing? Yes	Increasing? No
Changing core courses to include an international perspective	2	1	2	1
Adding an international/global perspective to existing programs	2	1	2	1
Offering new majors or minors with an international/global perspective	2	1	2	1
Offering interdisciplinary programs with an international/global perspective	2	1	2	1
Developing inter-institutional agreements/partnerships abroad	2	1	2	1
Providing institutional financial support for faculty travel abroad	2	1	2	1
Providing institutional financial support for faculty to conduct cross-national research	2	1	2	1
Providing financial support or released time for faculty to develop courses with an international perspective	2	1	2	1
Including international activity as a factor in:				
— faculty hiring	2	1	2	1
— promotion and tenure decisions	2	1	2	1
Providing institutional financial support for U.S. students to study in other countries	2	1	2	1
Recruiting students from other countries	2	1	2	1
Offering institutional financial support to students from other countries	2	1	2	1

III. ASSESSMENT

A. Which of the following is true of your institution's status on assessment of student learning?

	Yes	No
Our institution currently has assessment activities underway	2	1
Assessment is part of a self-study for a regional accrediting agency	2	1
Assessment is part of self-studies for specialized accrediting agencies	2	1
Assessment is now required by our state	2	1
Our institution is developing:		
— its own assessment instruments	2	1
— methods of portfolio assessment	2	1
Interest in assessment has decreased	2	1
Assessment has led to program or curriculum changes	2	1

B. Please indicate your own views on each of the following:

	Agree	Disagree	Uncertain
Student assessment will significantly improve undergraduate education	3	2	1
So far, attention to assessment has resulted mainly in new reporting requirements	3	2	1
All colleges and universities should publish evidence of their institutional effectiveness	3	2	1
As a condition of accreditation, colleges should show evidence of institutional effectiveness	3	2	1
Most campus officials have strong fears about misuse of effectiveness measures by external agencies	3	2	1
Use of nationally standardized tests for purposes of student assessment risks distorting the educational process	3	2	1

C. How does your current level of activity regarding student assessment compare to five years ago?

_____ No change
_____ Greater activity today
_____ Less activity today

IF A CHANGE, what are the main reasons for this change?

IV. ENROLLMENT

A. How did your institution's enrollment change for 1994-95 compared to 1993-94?

	Increase	No Change	Decrease
Overall (headcount) enrollment:	3	2	1
Total FTE enrollment	3	2	1
First-time freshmen	3	2	1
Transfer students	3	2	1
Full-time students	3	2	1
Part-time students	3	2	1
Graduate enrollment-master's	3	2	1
Graduate enrollment-doctoral	3	2	1
Students age 25 and older	3	2	1
African-American students	3	2	1
Hispanic students	3	2	1
Asian students	3	2	1
Native American students	3	2	1
International students	3	2	1
Total number of applicants	3	2	1

	Yes	No
B. Have you taken steps recently to limit or decrease undergraduate enrollment?	2	1
IF YES: Did this include:		
Overall enrollment limits	2	1
Enrollment limits in specific subjects	2	1
Change in cut-off date for accepting applications	2	1
Restrictions on out-of-state applications	2	1
Accrediting limits in certain fields	2	1

C. For your first-year students, how did actual enrollment for Fall 1994 compare with your projected figures?

_____ Significantly above projections
_____ Somewhat above projections
_____ At projected levels
_____ Slightly below projections but within budgeted levels
_____ Below projected and budgeted levels

D. Among your first-year (undergraduate) students for Fall 1994, please give a rough estimate of the percentage that:

_____ % that needed financial aid
_____ % that needed remedial/developmental work in math
_____ % that needed remedial/developmental work in English
_____ % that had earned college credits while in high school
_____ % that are degree-seeking

E. Roughly how many of your (undergraduate) students: (Check one in each row.)

	1-10 percent	11-20 percent	21-40 percent	41-60 percent	61 percent or more
Are part-time students	____	____	____	____	____
Live in college-sponsored housing	____	____	____	____	____
Hold jobs (part- or full-time) during school year	____	____	____	____	____
Take courses in satellite or other locations	____	____	____	____	____
Have student loans totaling more than $5,000	____	____	____	____	____

F. How many of your (undergraduate) students are:

African-American _____ %
Hispanic _____ %
Asian-American _____ %
Native-American _____ %
International _____ %

V. FINANCIAL STATUS

A. How does your (latest) operating budget for 1994-95 compare to the previous year's (final) budget? (In actual dollars.)

_____ Increased more than 5 percent
_____ Increased 3 to 5 percent
_____ Increased 1 to 2 percent
_____ No change
_____ Decreased 1 to 2 percent
_____ Decreased 3 to 5 percent
_____ Decreased more than 5 percent

C. What total change in operating budget is likely for **the next five years?**

_____ Increase more than 5 percent
_____ Increase 3 to 5 percent
_____ Increase 1 to 2 percent
_____ No change
_____ Decrease 1 to 2 percent
_____ Decrease 3 to 5 percent
_____ Decrease more than 5 percent

D. Do you expect budget cuts for 1995-96? _____ Yes _____ No

E. How did your institution's operating budget change for 1994-95 compared to 1993-94?

	Increase	No Change	Decrease
Budget for educational & general expenses	3	2	1
Budget for institutional student aid	3	2	1
Budget for instructional technology	3	2	1
Income from endowment	3	2	1
Income from gifts and alumni giving	3	2	1
Income from grants and contracts	3	2	1
Revenues from state and local government	3	2	1
Federal student aid	3	2	1
Share of costs that students and parents pay	3	2	1
Institutional indebtedness	3	2	1

F. About what percentage of total per-student costs are paid by tuition/fees? _____ %

VI. INSTITUTIONAL STATUS

Please rate your institution on each of the following:

	Excellent	Very Good	Good	Fair	Poor
General level of preparation of entering students	5	4	3	2	1
Ability to attract good students	5	4	3	2	1
Ability to attract African-American students	5	4	3	2	1
Ability to attract Hispanic students	5	4	3	2	1
Supportive climate for:					
— African-American students	5	4	3	2	1
— Hispanic students	5	4	3	2	1
Ability to attract and hold good faculty	5	4	3	2	1
Adequacy of faculty compensation	5	4	3	2	1
Overall financial condition of the institution	5	4	3	2	1
Overall quality of administration and management	5	4	3	2	1
Adequacy of physical plant for:					
— current needs	5	4	3	2	1
— needs over the next 10 years	5	4	3	2	1
Adequacy of equipment for:					
— teaching	5	4	3	2	1
— research	5	4	3	2	1
Adequacy of library resources	5	4	3	2	1
Adequacy of electronic infrastructure:					
— to support academic programs	5	4	3	2	1
— for administration and management	5	4	3	2	1
Adequacy of long-range planning	5	4	3	2	1

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